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ABSTRACT

This document contains the abstracts of papers and communiques contributed by the participants of the 1977 World Congress on Preschool Education (OMEP). The abstracts are organized into six sections: (1) rights and duties of the family, (2) child's right to health preservation and all-round development, (3) system of care and education for the small child, (4) objectives and contents of the educational work with the young child, (5) child's benefit as a common objective of parents and teachers, and (6) adults' creativity for children and the child's creative activity. Abstracts are presented in English, French, Spanish or Russian. (JMB)

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IN THE GREATEST BENEFIT OF THE CHILD

Abstracts of Papers and Communiqués
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in Original Versions as Sent in
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Warsaw 1977

SECTION I

RIGHTS AND DUTIES OF THE FAMILY

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IN THE GREATEST BENEFIT OF THE ORPHAN CHILD

In the socialist society care for the education of all the children, for the over-all development of each individual and for the conditions of the optimum development for all the young citizens is the general guideline of the social and educational system.

1. The natural orphan whose parents are dead and the so-called social orphan require special educational and social care, especially when their orphanhood started at an early age. Early stating the family and the social situation of the orphan child, diagnosticating his needs and choosing the most appropriate form of care for him is the best guarantee for the orphan child's proper education and his preparation for the social life.

2. Basic forms of education for the orphan child are connected with the foster, adoptive and care families as well as with the institutions of care as, for instance, houses of the young child, children's houses, family children's houses, special institutions of the educational character, care and education first-aid, etc. In the Polish educational system special attention is given to the education and upbringing

of orphan children in family conditions. Endeavours are made for each orphan child to immediately find an adoptive or foster family.

3. A significant role in the development of adoption and of the institution of foster families is played by voivodship centers for adoption and care run by the Association for Children's Friends in cooperation with local educational authorities, health services and courts. Their activity embraces

- finding appropriate parents and preparing them for the tasks of a foster or adoptive family,
- immediate participation in organizing foster or adoptive families,
- care and supervision of the education and upbringing in foster and adoptive families.

Activities of adoptive centers bear a social, educational, methodological and psychological character.

4. Adoption is sought primarily for very small children. Candidates for adoptive parents are interested mainly in very small children and in natural orphans. A considerable number of social orphans with the relatively small number of natural ones hinders the scope of adoption and foster families.

Adaption process of the small child in an adoptive or foster family is more rapid and far easier than that of the older child. Moreover, small children more susceptible to educational influences of their new parents and to the change of the educational environment are accepted very soon by the new family.

5. In the institutional forms of orphan education basic role is played by centers of care and education in the form resembling a family as, for instance, family houses of the young child and family houses of the older child where the educational system is founded on the so-called "little families". A different role is played by regular houses of the child and by special educational institutions. These embrace children who have not found adoptive or foster families and those who have not found adoptive or foster families and those who have to be educated in special institutions in consequence of some social reasons or organic defects. The educational curricula, organization and methods applied by these institutions are subjected to the main principle of socialist education, i.e., to the over-all development of each individual and his full preparation for the social life.

6. Out of the whole set of problems connected with education and upbringing of the orphan child the following call for research activity and practical solutions: early stating the needs of the orphan child, diagnosticating these needs, preventing social orphanhood, improving adoption processes and the organization of foster families as well as the search for new and better forms of education and care for the orphan child.

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CHILDREN IN MARRIAGE AND OUTSIDE MARRIAGE

Numerous Early Childhood programs are geared to infants below age two and their monthers. Some of these are conducted at schools and centers, while others are designed as home programs, but their common goal is fostering the optimal development of the infants. In these programs mothers receive instructions so that they may in turn teach their infants sequentially ordered skills in several developmental areas (e.g. motor, social, etc.).

This presentation will describe somewhat different approach to infant intervention, which has been developed in a Parent Lounge at Towson State University, Department of Early Childhood Education. Its focus is not teaching the mother to teach skills to her infant, but on enhancing the quality of mother -(parents)-infant interaction.

The Parent Lounge, a pioneer in the field of parent-teacher training serves about fifty families consisting of parents and infants (four months thru three years). The project has had a marked impact over the past years in helping graduates (parents and students) in organizing and implementing community child care play groups and networks. A couple of small grants have enabled the program to include very vulnerable families, parents in stress, and young unwed mothers. Approximately one-third of the families are high risk.

The staff consists of a master head teacher, assistant teacher, parent coordinator, and parents/students as participants and trainees. The program is supervised by a faculty member. In addition there is a consulting multi-disciplinary team composed of social workers, psychiatrists, psychologists, and a pediatrician.

Another important aspect of the program is the home visiting component. Again the quality of parent/child interactions, expectations and helping parents enjoy their children as well as cope with them is the focus.

The project has been in operation for seven years. While it appears to appeal to all parents it is particularly beneficial to young parents (wed and unwed) who are more and more isolated, confronted with a lack of strong family ties, and vulnerable in our mobile society.

The Maryland Departments of Health and Social Services recognize this program as positive prevention against child abuse and neglect, and as a major facilitator of normal growth and development.

VITAL POINTS EMPHASIZED IN THE PROGRAM

- Mother-infant interaction is a reciprocal process.

- A mutually satisfying relationship is essential.
- Mother gains competence as she enjoys her baby's increasing responsiveness to her effective efforts in motivating the child.
- Enjoys being with baby.
- Becomes a sensitive observer, reads child's cues.
- Generates wide range of developmentally appropriate activities.
- Becomes aware of the realistic expectations appropriate to the developmental stage.

Klára Földesi
President of the Hungarian
National Committee of OMEP
Budapest
Hungary

EDUCATION AND PROTECTION OF CHILDREN IN CHILD CARE IN THE HUNGARIAN PEOPLE'S REPUBLIC

It is the basic duty of parents to take care of the education and the entire development of their child's personality. If parents do not fulfil these duties, or perform them inadequately, the state - through the intervention of the Public Guardianship Authority in the first place - takes over these responsibilities giving permanent aid to the parents, or - if necessary - providing complete education and care for the child.

According to this the tasks of the Public Guardianship Authority are the following:

- it controls the education of children in the families with the help of the creches, kindergartens, local and social authorities. It may also take necessary measures as, for instance, warning parents or embracing the child by kindergarten or creche service.

- it may give a tutor to help in education and upbringing or oblige parents to take their child to a children's neurological clinic or to the educational guidance service; it may see to the improvement of the parents' working conditions, initiate impeachment or a tapering-off cure for parents;

- it may give exceptional or regular educational allowance to the parents if the development of the child is hindered by lack of financial means;

- it may accomodate the child - without interfering with the parental rights - in a boarding school if the type of professional work or other conditions make it impossible for the parents to bring up their child within the family;

- if the parents - as a result of their own fault - do not meet the responsibilities concerning the education and general welfare of their children, the Public Guardianship Authority - temporarily depriving the parents of their parental rights - takes the child into Child Care. If this is the case, the State looks after the complete education and welfare of the child - who is then put into residential creches, boarding-schools or is given to foster-parents, respectively. The Authority imposes a certain taking-carefee on the parents (which is generally 20% of their total monthly income) and - by means of continual protective activity - promotes the improvement of family conditions and thereby the return of the child to the family;

- if the parent renounces his right of supervision, the Authority permits the reception of the child into another family and appoints the foster-parents as guardians;

- in case of abandoned children - in the interest of the child - the Authority gives permission for their adoption.

Accordingly, in the case parents are unable - on account of any reason - to provide education and to give the possibility for the child to develop its entire personality, the state organs grant the realization of the children's rights by application of the above mentioned means.

Klára Földesi
President of the Hungarian
National Committee of OMEP
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THE PROTECTION OF MATERNITY IN THE HUNGARIAN PEOPLE'S REPUBLIC

The Constitution of the Hungarian People's Republic - adhering to the principle of the equality of men and women - lays down the following as a fundamental law:

- the insurance of possibilities of work and adequate working conditions for women; paid leave in case of pregnancy and maternity leave; the protection of maternity and children;
- the building out of a network of institutions for mother and child protection;

The following - most important - institutions and regulations realize the basic principles laid down in the Constitution:

- guidance for the safeguarding of women's interests, infant welfare guidance, prenatal care guidance and health provision throughout the country;
- the establishment of more and more local creches and kindergartens and the establishment of these institutions at places of work;
- the reduction of working hours for mothers during the sucklingtime;
- the possibility of combining maternity leave and allowance

till the child has completed its third year;

- state subvention for infant milk, baby-food, alimentary products, children's wear;

- the granting of maternity allowance and confinement benefit - according to the sum of the average (monthly) salary - during the time of the paid leave for pregnancy and the maternity leave - for 20 weeks. This time can be extended to 24 weeks in case of abnormal confinement. Maternity allowance and confinement benefit are also due to the adoptive mother;

- maternity allowance is also granted to married women not in employment, i.e. according to their husbands' salary;

- mothers suckling their children aged less than 1 under hospital treatment or mothers nursing their children under the age of 6 benefit nursing allowance (nursing allowance for children under 6 is also granted to single fathers or adoptive parents);

- intensive protection of single mothers (favourable timing of working hours, family allowance, widow's pension - even if the mother is capable of earning her living or if she has her own salary);

- intensive legal protection for mothers not bound by marriage and for their children, legal help for affiliation;

- state reward for mothers having many children.

Klára Földesi
President of the Hungarian
National Committee of OMEP
Hungary

THE RIGHTS AND THE DUTIES OF THE FAMILY IN THE HUNGARIAN PEOPLE'S REPUBLIC

The number of the inhabitants of the Hungarian People's Republic is 10,5 million. 957.739 children are between 0 and 6 years old and out of this number 438.651 are between 3 and 6. The majority of children - about 95-97% - is brought up in a family, under the control of their parents.

The rights and duties of parents and children are laid down in our family law from the year 1952, the first one of this kind in the Hungarian legal system. The law was modified in 1974 according to the demands that arose as a result of the social development.

As a result of the orders of this law, in our country, there are no legally unprovided children as:

- each child has a right to have somebody take care of its education, accomodation, the entire development of its personality and the protection of its legal rights and interests;
- it is the right and duty of every parent to take care of the education and accomodation of his children, to administer their possessions and to appear for them in legal matters;

The state helps parents and families in many ways to effect the law, such as:

- the increasing capacity of creches and kindergartens; 11% of those who are between 0 and 3 years old are provided with accomodation in creches, 78,7% of those between 3 and 6 with accomodation at kindergartens; 15,2% of the 5-6 years old children attend prep-schools;
- free public health service given by district paediatricians and nurses;
- family allowance;
- allowances granted for flat assignments and house building, growing paralelly with the number of children in the family;
- social allocations;
- a greater support for single parents (favourable timing of their working hours, sick pay in case of illness of their children, limitation of the employers' rights to dismiss them, etc.);
- a favourable timing of the working hours of mothers, thus helping the education of their children;
- providing organized holidays for families for reduced prices;
- state subvention for children's wear, food-products and nursery furniture.

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La Dra. Helena Fierro Herrera
Venezuela

EL NIÑO Y LA LEY

La familia matricentrada comporta una dura carga para la mujer, que debe velar sola por la manutención, cuido y educación de sus hijos.

Según el Censo de 1973 la cifra de nacimientos legítimos fué de 191.866; la de ilegítimos de 116.621; y la de reconocidos de 96.968.

Quizás por esta razón la Consitución Nacional, vigente desde 1961 establece como garantías: la protección a la maternidad, a la familia, a la educación. a la propia personalidad. salario igual para trabajo igual, derecho a la salud, no discriminación por sexo, raza, política. religión, condición social y la igualdad de los hijos, que tienen derecho de conocer a sys padres y de ser por ellos alimentados, educados, protegidos y amados.

La Ley del Trabajo establece un permiso pre y post natal de 3 meses con derecho a conservar el empleo. El Seguro Social cubrirá estos gastos y los del parto. Durante el período de lactancia las trabajadoras tienen derecho a 2 recesos de media hora cada uno para amamantar a sus hijos; recesos que deben ser fijados por ella misma. A este fin los establecimientos que tengan más de 30 obreras de cualquier edad o estado civil deben tener Salas anexas; prohibiéndose que la mujer que amamante perciba un salario inferior.

El Código Civil de 1942 ordena que en caso de divorcio o separación, los menores de 3 años se mantendrán al cuido de la madre; pudiendo esta reconocer a todos sus hijos; concurriendo estos por igual a la herencia materna y a la de los parientes consanguíneas de ésta.

El Estatuto de Menores establece la protección de la mujer encinta y del niño hasta los 18 años.

La Ley de Protección Familiar, la Ley sobre delitos de violación de los derechos alimentarios del Menor y la Ley de Regimen Penitenciario, consagran disposiciones referentes a la; preferencia de trabajo y de becas para los trabajadores con hijos; la obligatoriedad de la pensión alimenticia de los menores y la posibilidad de las reclusas de mantener con ellas a sus hijos menores de 2 años.

Existe también una Ley de Adopción y en el país la planificación familiar es servicio de salud pública y de educación

Para proteger mejor a los menores se estudia en el Congreso Nacional la reforma de Código Civil. en lo referente a la familia, para establecer la patria potestad compartida por los conyugues y el reconocimiento de los hijos nacidos fuera de matrimonio, aún cuando el padre estuviere legalmente casado.

Ordenándose a los Jueces de Familia decidir, en caso de divorcio o separación, lo que más convenga a los menores, independientemente de la culpa o de la conveniencia de los conyuges.

Igualmente, el Ejecutivo Nacional estudia presentar al Congreso una Ley de Solvencia Alimentaria que va a regular la obligación del padre y de la madre de atender oportuna y cumplidamente el pago de la pensión de alimentos.

Judge Krystyna Krukiewicz
Head of the Family Department
of the District Court
Tarnów
Poland

EXPERIENCES OF THE FAMILY COURT IN TARNÓW

1. Establishment of a Family Court on the foundation of the Juvenile Court in Tarnów.

1.1. The juvenile court forms an organizational basis of the family court. The juvenile court deals with both penal and tutelar cases of children and adolescents.

2. The objective property of the court and the principles of its functioning.

2.1. The set of problems connected with children and adolescents is approached in a complex way, educational problems being linked with the problems of the social environment in which children are brought up.

2.2. The establishment of the family court makes it possible to solve problems of the family in one court. This promotes harmony and consequence in the consideration of the total set of conflicts which have appeared in the family.

3. Tasks of the family court.

4. Prevention oriented toward the family and the young child in the court's activity.

5. The court's cooperation with the penal department, prosecutor's office and other institutions interested in the well-being of the family and of the child.

6. Preventive activities of the family court in the benefit of the family and of the young child.

Dr.sc. Stanka Krajnc-Simoneti
dr. med.
Yugoslavia

THE SITUATION OF CHILD AND FAMILY IN NEW LEGAL REGULATIONS OF SOCIALISTIC REPUBLIC OF SLOVENIA

The situation of child depends from his family and the relationships inside the family. In modern industrial society, the family itself is no more in a position to assure all the necessary for a healthy and happy childhood. The transformation of the family is the consequence of socio-economic development, which is besides others characterized by involvement of mother in productive work outside the family.

Developing social relations of broader community influences also the relations inside the family too.

In individual countries there are of course numerous variations regarding this problem, which are partly due to the degree of living standard, partly to the socio-political arrangement.

Numerous international declarations were signed in Socialistic Federative Republic of Yugoslavia (SFRJ), which care for child and family. This is reflected also in new Constitution of SFRJ, which states, that society assures to mother, child and family special protection and that the women have in the connection with pregnancy and birth the right for social protection, defined in extend and duration according to the law.

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Individual socialistic republics in Yugoslavia, however, are relatively free in assuring of constitutional rights with regard to actual situation and needs of population.

In this contribution we would like to present some domains in Socialistic Republic of Slovenia, which - at this moment - seem to be the most important.

These domains cover:
- family planning,
- the concept of socialistic preschool education (institutional and non institutional ones),
- fostering.

All these three domains are of such a nature that can give extensive possibilities and space for self-management decision making and for the activities of various associations, as for example is the Association for the Friends of Children.

Judge Aleksandra Latko-Przegendza
Head of the Juvenile Department
Rybnik
Poland

THE CHILD IN THE FAMILY AND OUT OF THE FAMILY IN THE LIGHT OF THE POLISH LAW

1. The child's benefit in the family and tutelar code.

1.1. Components of the parental authority (care for the child's person and property, his upbringing and education, representation of the child's interests).

1.2. Execution of parental authority in the benefit of the child and in accordance with the social interest. Care for the physical and psychic development of the child, the proper preparation of the child for the future work in the benefit of the society and in accordance with the child's capabilities aim at society's and child's well-being at the same time.

1.3. Execution of parental authority with the aid of the tutelar court and other state organs.

1.4. Activity of the tutelar court in the case of the endangered child's interest.

2. Adoption and the significance of anonymous adoption.

2.1. The family character of the adoption institution. Adoption as based on the principle of the child's benefit. The child's benefit as the only motive justifying adoption.

2.2. Adoption aims at providing a family for children who have been deprived of their natural family environment through their parents' death or other circumstances which made it impossible for parents to properly fulfil their parental duties.

2.3. The basis of adoption is the significant role of the family as a basic social unit which forms the most natural and the best educational environment for the child, a future valuable member of the society.

2.4. Consequences of complete adoption (adoptio plena) and incomplete adoption (adoptio minus plena).

2.5. The form agreement to adoption.

3. The institution of foster families.

3.1. Children deprived of parental care can be provided foster families either on the basis of the sentence by the tutelar court passed in the case of limitation, in the parental authority or its permanent or temporary deprivation, or on the basis of the decision taken by the organs of the Ministry of Health and Social Welfare. The former pertains to children under the age of 3, the latter to those aged 3 to 18.

3.2. Foster families are supervised by the tutelar court.

4. The role of 572 article (civil code) in the activity of juvenile courts.

4.1. It is the duty of physical and legal persons to notify the tutelar court of any event justifying the court's intervention (abuse in executing parental authority, educational neglect or other situations endangering the child's well-being.

5. Various forms of the educational activity geared to parents.

5.1. Influence exerted on parents with the aim to establish proper educational environment for the young child in the course of tutelar activities with a special emphasis given to correcting the parental authority improperly executed.

5.2. Popularization of selected problems from the field of the family and tutelar law.

5.3. Activity of professional and social guardians geared to improving the educational culture of parents with emphasis on the cooperation between guardians on the one hand and parents and the local environment on the other.

SECTION II

THE CHILD'S RIGHT TO HEALTH PRESERVATION AND TO THE ALL-ROUND DEVELOPMENT

Peg Belson
U.K. OMEP Committee

CHILDREN IN HOSPITAL

In Great Britain community participation has played a major part in changing the pattern of care for children in hospital. Thirty years ago a child in hospital might see his parents once a week, once a month or not at all. The work done from 1948 at the Tavistock Institute of Human Relations on maternal deprivation resulted in a rethinking of the role of the parents, particularly the mother, in the care of the sick child. In 1953 James Robertson's film "A Two-Year-Old Goes to Hospital" clearly emphasized that the "greatest single cause of distress for the young child in hospital is not illness or pain but separation from mother".

In 1956 there was sufficient concern about the need for change for the Minister of Health to set up a committee to look at the non-medical aspects of the care of child patients in hospital. The committee's report - the Platt report - became official policy in 1959, and hospitals were advised to implement its recommendations that visiting of all children in hospital should be unrestricted, that provision should be made for the admission of mothers along with their young children and the training of medical and nursing students should be so organized to give them a better understanding of the emotional and social needs of children and their families.

Little change occurred and in 1961 James Robertson urged community pressure to bring about the changes embodied in the Platt Report and a group of young mothers in London took up his challenge. From the outset NAWCH - the National Association for the Welfare of Children in Hospital - stressed the emotional needs of the child in hospital whatever the illness or condition from which he is suffering. It has tried to develop an awareness of the distress caused by separation from his mother when he needs her most, when he is ill and perhaps in pain. It has endeavoured to bring about a realisation that a child in hospital needs more than clinical care: he needs the continuing presence of those who are closest to him, who provide him with the security upon which his well-being depends.

Working always in close liaison with those professionally involved with sick children - the paediatricians, the nurses, the social workers - and with support from the Department of Health, the community groups active in many parts of the country have directed their efforts towards bridging the gap between hospital and home. By personal contact with ward staff, by conferences, seminars and professional publicity they have persuaded hospitals that parents have a role to play in hospital. With specially prepared literature, slides and films, and the aid of the media, they have helped to educate parents about the needs of their sick children and given them the confidence to participate fully in this new and potentially frightening experience. By regular surveys of ward visiting patterns they have monitored the changes, and used the information to inform parents where they would find the most appropriate care. And practical help has been given to both parents and hospitals by the provision of transport services, equipment and furnishings for mothers' units, toys and day clothes for the children.

During the last decade a great change has occurred in the pattern of care in hospital: very restricted visiting is now the exception rather than the rule and wards which routinely admit mother and child are more readily found. One-fifth of the wards now permit visiting at any time of the day or night, another two-thirds welcome visitors during the day-time and the majority can make some provision for mothers to stay.

As well as the participation of parents in the care of sick children another major improvement has been the introduction of play staff, a change which began with the appointment by Save the Children Fund of the first play worker to the Brook Hospital in 1963. Now many wards have trained and experienced play staff who with sensitivity, resourcefulness and skill enable the children to express themselves through play and help them to adjust to a strange and frequently stressful situation. Community effort has played a major part in the provision of these workers either by raising the funds to pay for them or by providing voluntary play workers as an interim measure.

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Educational Guidance Service
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THE WORK OF EDUCATIONAL GUIDANCE SERVICE WITH SPECIAL REGARD TO THE EXAMINATION OF MATURITY FOR SCHOOL IN THE HUNGARIAN PEOPLE'S REPUBLIC

In Hungary child and youth protection take an important place in a number of measures taken by the Government for family protection. According to the guidelines of October 1972, issued by the Minister of Culture and Education, in each district of the capital, in country seats, and in towns, independent institutes of preventive character for child protection can be established called Educational Guidance Service. Data available till the 31st of December 1976 point to 38 Educational Guidance Services functioning in collaboration with 300 full- and part time specialists.

The aim of these institutions is the protection of problem children between the ages of 3 and 18, whose healthy development is environmentally endangered. Care for children whose developent is endangered for reasons of health or disturbed by other circumstances is provided by other institutions.

The task of Educational Guidance Services is to help parents and teachers who are not able to solve problems of children's behaviour and educational attainment as well as to provide aid for the child himself struggling with difficulties. The aim is achieved by means of various procedures based upon a complex investigation of the individual.

In 1976 our Services were dealing with 15 000 children - 0,73% of youth concerned - in 70 000 interviews. From among the children cared for 11 700 were under the age of 9 (77%). According to age groups this means that there were 199 children under 3, 2714 children between 3 and 5, and 8787 children between 6 and 9.

The examination of children at the Educational Guidance Services may be suggested by teachers, parents or by the educational authorities.

The staff of Educational Guidance Services consists of psychologists, psychiatrists, pediatricians, teachers and social workers grouped in teams, led by a psychologist. For conducting various cases the leading psychologist is responsible who approaches problems in a dynamic way carrying out his activities with the help of social and developmental psychology, furthermore by means of psychoanalysis.

The Educational Guidance Service deal with a variety of problems from more than one field, i.e. prevention, care and advisory activity.

Prevention means search for problem children in schools (or preschools), guidance for parents and teachers and implementation of psychohygienic activities;

Care means psychotherapeutic treatment with the help of art activities (e.g. claying, painting, puppeting, etc.), compensatory programmes led by teachers, family care provided by social workers in the form of home and school visits or other indispensable measures;

Special advisory activity takes place at the request of the authority. (e.g. child is adopted or is taken into Child Care). The advisory team has a right only to propose and not to decide.

By taking part in the examinations of school readiness the Educational Guidance Service helps to a great extent the differentiated registration of pupils in schools of various types. This is outstanding among the preventive activities the Service displays.

In Hungary the medical examination is compulsory for each child of school entering age (at the age of 6). In the case of possible incomplete school readiness the complementary psychological examination of the Educational Guidance Service is proposed.

The examination consists of solving problems individually and in groups in spontaneous situations of child play. The evaluation determines to what extent the child is socially, emotionally and educationally mature refers to the characteristics of thinking and memory as well as states the level of its verbal and manual abilities.

On the basis of the results obtained the Educational Guidance Service proposes the registration of the child into a 1st form of the regular elementary school, into a special first class with reduced number of learners, into a school for immature children or into preschool for the time of a year, respectively. The Service may suggest further examinations of the Committee of Schools for mentally retarded children.

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LES ENFANTS EN DIFFICULTÉ A L'ECOLE MATERNELLE

I - Introduction

Rappel du rôle de l'école maternelle française
L'action éducative

II - Predominance de la notion de prévention

Rôle des groupes d'aide psycho-pédagogique

III - Présentation des classes spéciales

- pour non-francophones
- pour handicapés sensoriels (vision - audition - motricité)
- pour déficients physiques
- pour déficients intellectuels (ou pour retardés légers)
- pour enfants à la personnalité troublée

IV - Point de vue administratif

Différents certificats d'aptitude pédagogique
Centres de formation et de spécialisation

V - Conclusion

Doc.dr hab. Adam Jelonek
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Child's Health
Warsaw, Poland

THE ROLE OF THE HOSPITAL-MONUMENT, CENTER OF THE CHILD'S HEALTH IN HEALTH SERVICES FOR THE YOUNG CHILD

The Center of the Child's Health is a monument in the form of a hospital built on the Polish society's initiative to commemorate children who fought, suffered and perished during the times of World War II on the territories of Nazi-occupied Europe.

The idea of such a monument which reminding of the tragic fate of the children of war will at the same time serve the happiness and health of the children in the times of peace found respect and response on the part of the whole of the Polish society, of Poles abroad and of numerous associations, organizations and institutions in Poland and abroad. Owing to their generosity. the Social Committee for the Construction of the Hospital-Monument collected funds enabling it to effect the beautiful idea. In several weeks the hospital's Policlinic will open for its first patients. Till the end of the year works will have been finished which will permit the hospital itself to take its young patients.

The Center of the Child's Health will embrace children from birth to the eighteenth year of age coming from all the regions of the Polish People's Republic as well as from abroad.

Medical services will cover highly qualified preventive, diagnosticating, treatment and rehabilitation activities in most complicated paediatric specialties as, for instance, cardiac defects requiring surgical operations, kidney illnesses requiring the artificial kidney or transplantation procedures, diseases of the central nervous system and organs of the senses, genetically conditioned diseases, metabolic diseases and many others.

A highly qualified personnel embracing physicians, nurses, teachers, psychologists and other specialists as well as the modern equipment will provide the utilization of recent medical attainments in preventing and treating the afflictions of childhood.

Concentration of highly qualified personnel and apparata will also make it possible to carry out the curriculum of paediatrists' in-service training for physicians coming from all the regions of the country.

Special attention of the Center will be given to the youngest children. A national programme of early stating speech defects and the deficiencies of hearing and eyesight will permit a more effective treatment and a better preparation of children for the primary school that will equal the preparation of their healthy peers. This will also be helped by the counselling center run by a team of psychologists and psychiatrists.

A vast majority of the young patients will be treated in out-patients' surgeries. In cases calling for medical observation patients will be put up in special hospital hotels together with their mothers in order to get the hospital more like the child's own home. This will help to avoid unpleasant and frustrating experiences connected with the stay in the hospital without the care of the mother.

For children embraced by hospital treatment a special programme of kindergarten and school activities has been prepared. Both the design of the hospital premises and the coloured dresses of the personnel ought to alleviate the child's suffering.

The greatest benefit of the child, his health and happiness will be the motto of the activity carried out by the Center of the Child's Health, while the Hospital-Monument itself ought to be considered as a symbol of the victory of life over death.

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Organisation Canadienne
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OMEP Committee, Canada

EARLY CHILDHOOD SERVICES: A PROGRAMME FOR COORDINATING THE HEALTH, EDUCATIONAL, AND SOCIAL SERVICES FOR YOUNG CHILDREN AND THEIR FAMILIES

Early Childhood Services is a new approach for the coordination of services for young children, ages 0 to 8, and their families. Its purpose is to strengthen the sense of human dignity and feelings of self-esteem. To achieve this purpose three main areas of community services are integrated into the programmes: health, education, and social services. Parents share the responsibilities with professionals in the decision-making process and through participation in the programmes. In attempting to meet the variety of needs of individuals and communities, diversity of programmes is encouraged. Although Early Childhood Services is a new approach and not fully operative, participation has been extensive and many innovations have been implemented.

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THE LEVEL AND TRENDS IN THE BIOLOGICAL DEVELOPMENT OF PRESCHOOL CHILDREN

The biological development of children has for a long time now drawn the attention of educators who considered it an indispensable element of educational sciences in general and of the theory and praxis of instruction in particular.

The source of knowledge pertaining to the developmental needs of the child lies mainly in a new explosion of developmental researches, first started in early fifties. Their data contributed to a considerable amount of knowledge and gave birth to a new scientific discipline called auxology which attracted physicians, anthropologists, psychologists, educators and developmental sociologists.

It is well-known that the main and the most easily perceptible developmental phenomenon is the child's growth. The meaning of this term covers the increase in measurements and weight which is proper, harmonious, regulated by a system of biological feed-backs and appropriate to morphological and functional needs of a developing organism.

Both the course and the speed of the child's growth which takes place outside the genetic control, playing a leading role as has been confirmed in the researches on twins, are modelled by ecological factors and the individual ecosensitiveness of the growing organism. In most of the developed countries for more or less one hundred years we have been noticing the phenomenon of acceleration in the biological development. The process has been called a long-distant growth trend. According to the contemporary knowledge and to most scientists' opinions, factors responsible for the long distant growth trend and for the acceleration processes are the following

1) improved nutrition as far as its conditions and ways are concerned and in consequence wider consumption of proteins, mineral elements and vitamines, which is connected with
   a) the phenomenon of earlier maturation of the bone structure,
   b) the phenomenon of earlier sex maturation,
   c) the phenomenon of increased height values in early childhood period and
   d) the phenomenon of greater disease resistance,
2) decrease in frequency, seriousness and duration of diseases as well as the elimination of a number of factors hindering growth processes.

A significant role in the trend is ascribed to the efficacy of health service in the developed countries as well as to the improved sanitary conditions and a higher level of education in general and health education in particular. An increased number of stimuli received by the nervous system of the contemporary child in the urban environment should not be neglected either, especially when analyzing the etiology of the acceleration processes.

In the examination of the level and trends in the development of the young child a considerable increase in the measurements can be noticed already in new-born children. It has been, however, demonstrated that acceleration speed differs according to the age group and the social environment. It was also revealed that the long-distant growth trend is stronger in boys than it is in girls. The phenomenon seems to be caused by a higher sensitiveness of male individuals to external environmental factors.

It should be stressed that the sensitiveness in question is stronger in the earlier periods of the child's life. A comparison of data from the last century which pertained to the biological development of the Polish children confirmed the occurrence of acceleration processes in preschool children of various regions of the country. Average values of height and weight in both sexes are definitely higher than those found in earlier researches.

As has been mentioned, the values of the trend as far as the two traits are concerned, which yielded the biggest body of data in both chronological and regional cross-section, are different according to the child's age.

In its first six months the Polish baby develops much faster than it used to develop in the thirties. This is demonstrated by the fact that the doubling of weight takes place in the fourth and not in the sixth month. A similar trend has been noted in several European countries. The contemporary one--year-old is 2 kg heavier and 5 cm longer on the average than the child of the same age 75 years ago.

The biggest differences are noted in the period of adolescence which now takes place about two years earlier.

In spite of a shorter duration of growth, the contemporary child is so to speak more efficient in its growth and therefore attains bigger final measurements owing to the better utilization of the growth potential.

The analysis of the level of growth in preschool children according to the age group, sex, the type of the environment (urban-rural), etc. demonstrates that in Poland the highest growth level is attained by the children in Warsaw. Data here are very close to those obtained in several European capitals.

The Polish children from the urban areas of our country reveal higher values of measurements and weight than do the rural children.

It should be pointed out that in the first year of life the average values for the body length between the longest and the shortest children do not exceed 3 cm for both sexes. In the fourth year of age the difference, according to European standards amounts to 4 and at the age of 16 - to 7 cm. Similar trends can be noted as far as the body weight is concerned, i.e. the average difference is growing with the age group, mean values being slightly bigger for girls. This shows that the contemporary trends in the biological development of preschool children work for the unification of the population of Europe. Most of the scientists consider this phenomenon to reflect favourable environmental influences which allow maximum actualization of the genetic potential.

It seems that the acceleration of development is a biologically positive phenomenon. Scientists agree that the accelerated biological development is accompanied by the accelerated intellectual development, although both the social and the emotional maturation follows it a bit far behind. This is easily perceptible in the second decade of the child's life. There is no certainty as to the existence of this phenomenon in the preschool period but it is commonly accepted that one can speak of the accelerated social development which accompanies the biological acceleration, the emotional developmental processes being left behind.

The trends in the child's development discussed above do not eliminate individual differences in the speed and rhythm of development, which is of great importance in education and training. That is why the criteria of the developmental age should be considered much more carefully in every type of the educational activity.

Concluding, the child's development when analyzed in both theoretical studies, empirical researches and the educational praxis should be approached multidisciplinarily in its bio-medical, psychological, pedagogical and sociological aspects.

La Dra. Aline Lampe
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INSTRUMENTO PARA DETECCION TEMPRANA DE DIFICULTADES EN EL APRENDIZAJE

El Instrumento mide las psicofunciones básicas que intervienen en el proceso del aprendizaje de la lectura, escritura y cálculo.

Su diseno es multifactorial, a fin de lograr un despistaje, evaluación integral del sujeto objeto de estudio y comprende los siguientes aspectos:

a/ Psicopedagogia: Psicomotricidad fina, gruesa, esquema corporal, noción temporal, gnosia manual, conceptualización, color.

b/ Psicologia: función visual, visomotriz, aseronamiento emocional.

c/ Lenguaje: lenguaje interior, comprensivo, expresivo, aparato fonoarticulatorio.

d/ Social: aspecto socioeconómico y desarrollo evolutivo.

e/ Médico: aspectos fisicos y nutricionales.

Es aplicable a todos los sujetos cuyas edades esten comprendidas entre 3 a 6 anos que asistan a las aulas del preescolar.

Es de fácil aplicación y rápida corrección.

Puede ser aplicado por el maestro regular.

Finalidad:

- Identificar tempranamente a los sujetos que requieren atención individualizada y especializada.
- Evaluar fallas en las áreas exploradas a fin de que estas sean compensadas, a través de programas de reforzamiento en la escuela regular.
- Conocer las pautas del desarrollo evolutivo del nino pre-escolar venezolano.

El instrumento fué aplicado a una muestra de 100 ninos. El resultado obtenido fué positico, ya que las subpruebas que contiene demostraron un alto indice de discriminación, validez y homogeneidad de sus diferentes items o elementos.

Actualmente se está aplicando el instrumento sobre una muestra más amplia, a los fines de su normalización. Esto posibilitará su utilización a nivel nacional, ya con pautas y normas de desarrollo del pre-escolar venezolano.

Este proyecto revista gran importancia, ya que carecemos de instrumentos de medida propios, con todas las consecuencias de error cuantitativo, distorsión y fallas en los análisis cualitativos, inevadibles cuando se utilizan normas extranas a la idiosincracia del pais para clasificar o evaluar a ninos venezolanos.

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BRAZILIAN SCALE OF MENTAL DEVELOPMENT

The Brazilian Scale was organized to measure the results of a creative, developmental approach to the education of the young child. Since 1941 we have been working with teacher education based on the principle of adapting the Curriculum to the natural development of the child.

From birth to the first years of the elementary school (to the age of eight years) we have been organizing a varied flexible and socially understanding environment, which functions as *essential stimulation to creative learning*.

Some of our Tests were chosen from scales by Gesell and Bühler, others were based on Brazilian research studies of a developmental curriculum. The guiding principle of our choice of tests, was that of stimulating the *free* expression of behaviour by the use of objects and situations which the child could freely adapt to his own level of development.

Köhler experiments with apes were helpful in this respect, but... by using similar techniques with children the results were surprising...

To obtain creative, intelligent response from young children we need not appeal to the motivation of physical appetite... Novel objects and flexible situations which allow indefinite possibilities of free expression, such as drawing, modelling building, dramatizing, will elicit typical age behaviour, which, when statistically treated, serve as measures of development.

The results of creative education have been promissing, even in the case of undernourished, abandoned children. OMEP BRAZIL has been working for years in the recuperation of mental retardation on the Fundação de Mattos Duarte, a traditional orphanage of the city of Rio de Janeiro.

A scientific environment illuminated by love has awakened intelligent behaviour in relatively short time, even in cases of profound retardation; with a treatment of Essential Stimulation, Joaninha, a little girl of the chronological age of one year two months rose from the Developmental Quotient of 25 to the DQ of 50 in only two months... The intellectual resources of babies are marvellous...

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DISTURBANCES IN THE PSYCHOSOCIAL DEVELOPMENT OF CHILDREN IN PRESCHOOL INSTITUTIONS ON NEW BELGRADE

With the changes in the structure and dynamics of the contemporary families the preschool institutions are growing from the social-psychological point of view exceptional importance.

On the one hand the quality of adaptation is a reliable indicator of the child's level of socialization and can be interpreted in terms of further successful psychosocial development; on the other hand, problems in the process of the child's adaptation should be treated as a relevant sign that corrective intervention is necessary.

The disorder itself presents a grave problem both for the parent and for the educator. Solution primarily depends on the quality of the relationship with the child and on the tolerance towards the child's disorder. The source of the disturbance stems either from the family and is already developed when the child arrives in the kindergarten of from the change in the social milieu which intensifies and sometimes even provokes it. The disorders in the structure and the dynamics of the child's personality can have either a progressive or a regressive function. The type of the disorder as well as the time and place of its appearance are important indicators of its role in the process of socialization.

The aim of the research was to identify the most requent types of disturbances and to determine their role in the process of socialization. In order to achieve this a representative sample of 300 children was chosen from the kindergartens on New Belgrade; intervious were led with their mothers while questionnaires were administered among their educators.

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EDUCATIONAL AND VOCATIONAL ADVISORY CENTERS AND THEIR CARE FOR KINDERGARTEN CHILDREN

In Poland there are more than 400 highly specialized institutions called educational and vocational advisory centers which care for the proper psychic development of children and adolescents from the age of three to the end of the compulsory schooling period. Activity is carried out by groups of specialists, namely educators, psychologists, physicians and therapeutists in agreement and cooperation with other educational institutions as, for instance, kindergartens, primary and postprimary schools. Educational and vocational advisory centers are geared to three basic objectives.

1) Preventive activities aim at the optimum child's development and counteract undesirable developmental phenomena. They are supposed to provide most favourable developmental conditions at school, in the family and in the environment.

2) Diagnostic activities aim et the assessment of children's and adolescents' developmental capabilities and make it possible to state the causes of developmental disturbancies, school failure and difficulties in social adjustment.

3) Activities which spring from diagnostic procedures aim at providing aid and assistance connected with reducation and therapy.

The specific character of educational and vocational advisory centers and their value from the point of view of various educational institutions and various age groups of children and adolescents formed the subject of a research project initiated in 1975 by a group of researchers from the Institute for Research on Youth.[1]

In the present paper we will quote a number of research data collected in the course of this survey.

Preventive activities of the educational and vocational advisory centers boast of a long and beautiful tradition, since it is a long time that work of the centers has been geared to the needs of the kindergarten children. At the beginning of the sixties many centers in various regions of Poland (at that time they were social and educational centers of the Association of Children's Friends) accompanied schools in early primary school enrollment activities. The campaign made it possible for teachers to get to know children supposed to enter the primary school a year before their actual school start. This helped prepare various forms of aid to children who revealed developmental disturbancies or incomplete school readiness. At first, the employees of the educational advisory centers carried out the enrollment activities themselves or at least participated in them as partners of primary school teachers. At present they concentrate on the training of teachers who acquire knowledge indispensable to carry out the enrollment activities and offer consultations during each year enrollment campaign. This form of work has been noted in 94.9 per cent of educational advisory centers in Poland. But preventive activities geared to the kindergarten child embrace not only enrollment procedures but also lectures for parents, meetings with kindergarten teachers and the spreading of knowledge concerning educational problems in general and school readiness problems in particular.

Diagnostic activities are initiated by the educational and vocational advisory centers whenever parents or kindergarten teachers notice developmental disturbancies in the preschool child. Examinations also take place when parents request to have their six-year-old enrolled in the primary school (the Polish school entering age is seven).

In the year 1974/75 the educational and vocational advisory centers carried out 35 855 examinations of kindergarten children which forms 13.4 per cent of the total number of diagnostic examinations which took place in the centers. 6 per cent of the total number of the Polish kindergarten children were thus examined. To facilitate comparisons we can say that the percentage of primary school learners who were subjected to diagnostic examinations amounted to 5. It is, therefore, easy to conclude that care for the psychic development of the kindergarten child is given the greatest emphasis in the centers. Attention concentrates primarily on six-year-olds, which is connected with school readiness examinations. They form 63.3 per cent of the total number of children examined at the centers, while the percentage of the younger children amounts to 36,7. Each examination is followed by a consultation and counsel given to parents and educators. If the child reveals complete school readiness a written decision is usually sent to the respective primary school. In 1975 64 per cent of children who asked for an earlier school start, i.e. at the age of six were allowed to enter the primary school.

99.2 per cent of the educational and vocational advisory centers give permanent assistance to kindergarten teachers in stating the type of developmental disturbancies and their etiology. Owing to these activities it is possible to notice developmental deficits relatively early which is significant especially in emotional disturbancies, lateralization problems, perception disturbancies or speech deficiences. Personnel of the educational and vocational advisory centers concentrates not only on the symptoms of disturbancies but also on their social, educational and medical causes. According to its capabilities, each center provides various forms of aid for children in need of assistance. The most common forms are individual counselling, long-distant care for the child and his family, pointing to a specialized tutelar institution as, for instance, special kindergartens and schools for physically and mentally deficient children, medical institutions for children in need of specialized medical service, educational centers or kindergartens carrying out compensatory and reeducational activities for those who are in need of specialized educational influence.

In several regions of the country the employees of the educational and vocational advisory centers provide in service training for teachers carrying out reeducational and compensatory activities in kindergartens and schools of the district.

Intense specialized aid given by the personnel of the centers to preschool children before their school enrollment is an undeniable achievement of our school system. Practising teachers and researchers, however, suggest to enrich and widen the specialized care for the preschool child in order to diagnosticate and correct difficulties and disturbancies at even earlier stages of the child's development.

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[1] cf. "Educational and Vocational Counselling in Poland. A Survey." Institute for Research on Youth. Department of School and Vocational Guidance. Warsaw 1977, 217 pp.

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CHILDREN REQUIRING SPECIAL CARE IN THE NATIONAL EDUCATION SYSTEM

Discussion of a special training plan for parents developed from a multitude of data collected from needs assessment summaries, parents of handicapped children surveys, and Head Start personnel questionnaires. The plan is known as LATON. Few materials are available which are designed specifically to enable parents to become leaders of training activities. More important, in the area concerning parents of handicapped children, it appears that there should be opportunities for all parents to meet and become aware of the attitudes and feelings of the special parents. Understanding of the resources, facilities, educational opportunities, medical teams, diagnosis processes, and teaching techniques needs to be acquired by all parents.

LATON nurtures the idea of initiating a concept which enables parents to become involved, interact, serve, and acquire knowledge. Furthermore, the scope allows for parents to become active in helping the general public to understand Parent Involvement in Head Start and more specifically the Congressional Mandate to serve handicapped children.

In summary, Project LATON is a synthesis of ideas, solutions, techniques, and approaches interchanged among many organizations and their participants who attended classes, workshops, and conferences conducted throughout Head Start programs over a period of years.

PROJET LATON

LATON est un plan d'instruction pour des parents développé d'une multitude de donnés d'information rassemblé des sommaires de la détermination des besoins, des études des parents des enfants handicapés , et des questionnaires du personnel de "Head Start". Peu d'études existent qui ont le dessein spécifique de rendre les parents capables de devenir guides des activités d'instruction. Ce qu'il y a de plus important, en ce qui concerne des parents des enfants handicapés c'est qu'il semble qu'il y doit être des occasions pour tous les parents de se rencontrer et de devenir conscients des attitudes et des sentiments des parents spéciaux. Les parents en besoin d'une compréhension des ressources, des aménagements des occasion d'éducation, des équipes medicales, du processus diagnostic, et des méthodes pour enseigment.

LATON nourrit l'idée de mettre en action un concept qui rend les parents capables de devenir actifs, d'avoir une action réciproque, d'être utiles, et d'acquérir de la connaissance. De plus, le plan permet aux parents de prendre une part active à aider le public , à comprendre l'engagement des parents dans "Head Start" et, spécifiquement, le mandat du Congrès de rendre service aux enfants handicapés.

Мэри Том Рилей
США

ПРОЕКТ ТВОРЧЕСТВА ВЗРОСЛЫХ ДЛЯ БЛАГА ДЕТЕЙ

Проект ДАТОН

ДАТОН - план для обучения родителей. В этом плане употреблено много данных , которые собраны со сводов нужды, обозрениях родителей, дети которых страдают физическими недостатками, и информации по анкетам персонала Хэд Старт. Мало средств доступно, которые специфически изображают возможность родителям руководить тренировкой деятельности. Важнее всего в случаях тех родителей, дети которых страдают физическими недостатками, что здесь должна была бы быть возможность испытывать и сознать отношения и чувства, что они особенные родители. Все родители должны приобрести понятие в ресорсах, средстве обслуживания, возможностях образования, медицинских взаимодействиях, диагностических процессов и техники учения.

ДАТОН культивирует идею, чтобы начать общее представление, которое дало бы возможность родителям участвовать, взаимодействовать, способствовать и приобрести знание. Родители, работая в этой сфере помогли бы развить понятие обычному обществу об участии родителей в Хэд Старт, и также специфически о мандате конгресса, насчёт помощи детям с физическими недостатками.

В сущности, проект ЛАТОН - синтез идей, объяснений, технических примеров и подходов, которыми обменивались члены многих организаций во время посещения классов, семинаров и конференций, происходящих в течение нескольких лет по программе Хэд Старт.

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CARE OF HEALTH AND PHYSICAL FITNESS
(PROPHYLAXIS AND TREATMENT)

Among the rights of children, the right to health must be given high priority. The educational planning and its setting of goals and objectives are closely related to the health and well-being of the child.

The purpose of the health program at the early childhood education level is to insure that there are health programs for all children and to help the family implement the health measures prescribed for their children by linking the child and his/her family to an ongoing health care system.

High in the list of factors in considering the prevention of illness and maintenance of good health is nutrition. The nutritional environment of the cells of our bodies is of critical importance in maintaining our health. A deficient nutritional environment is a major cause of desease. A proper nutrition is not only essential for the biological integrity of the body but it also serves as a fundamental prerequisite for the developent of psychological potentialities. The ability to learn depends on the existence of a sound physical and neurological base. The body is particularly vulnerable to nutritional injury during periods of rapid growth, especially the pre- and post-natal periods on account of the rapid development of the brain. Malnutrition affects a child's motivation and his ability to concentrate and to learn, his relationships with other people, his normal competence, the formation of his attitudes and system of values, and his personality.

Inherent to health is physical fitness. Physical exercise is essential to the development and maintenance of a healthy and efficient body. For the young child, a good program of physical education must not only provide physical activities but also instill in him the desire to participate in sports and games during his leisure time. Continued practice will develop desirable habits which can be incorporated in our life styles. Physical fitness factors are strength, endurance, speed, power, and agility. Ideally, the physically fit person has achieved a good level of performance in each of these areas. Besides physical health and well-being, physical education offers opportunities for social learning and the development of emotional health.

Unfortunately, millions of people live under conditions that are far from optimal. Adequate health building nourishment is a world wide problem. A malnourished body is an unfit body. Inadequacy of the environment has a tremendous impact on the development of intellectual deficiency, abnormalities of behavior, and on the ability of the child to cope with the increasing complexities of our society.

As educators we need to take a closer look at the needs of children and how individuals, families, institutions, and nations are facing up to them. It is incumbent to us to take a more active role in the development of social reforms that may affect our children of today and of tomorrow so that they can have the health and well-being which should be their patrimony.

Trabajo conjunto
España

APLICACION DEL TEST REVERSAL DE EDFELDT

En el informe se tratarán los siguientes puntos:

1. Material necesario
2. Consignas para la aplicación del Test
3. Tiempo
4. Corrección del test
5. Valoración del test

SECTION III

THE SYSTEM OF CARE AND EDUCATION FOR THE SMALL CHILD

Gillian Baddington
Member of the Australian
OMEP Committee
Australia

MEETING THE NEEDS OF ISOLATED CHILDREN

I propose to give a paper concerned with methods developed in Australia to meet the needs of children who live in remote country areas far from towns and with no possibility of attending school or kindergarten.

The subject will cover Infant Welfare, Health, Pre-school Education and early Primary Education.

My approach will be multi-disciplinary in that both Health and Education will be considered.

I will discuss the use of Radio and Television services for educational purposes, Two-way Radio, and services using Motor transport and Rail. Education by Correspondance, and the scope of Peripatetic Teachers, and finally the distribution of Play Material and Books. I will also include the role of support by Parents that isolated children require.

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IMPLANTATION DES UNITES PRE-SCOLAIRES

L'implantation des unités pré-scolaires répondant à l'importance de plus en plus grande de l'Education pré-scolaire, doit être déterminée:

a) par la recherche de la population de cette époque d'âge, dans n'importe quelle région du pays;

b) par le relèvement des régions qui ont des besoins prioritaires d'éducation pré-scolaire;

c) par la vérification du type de carence qui définira l'objectif principal de l'unité et les contenus des curriculum scolaires;

d) par la mise à profit des surfaces libres, disponibles et vides qui existent déjà dans la communauté;

e) par l'adaptation des bâtiments existants ou par la construction d'immeubles qui répondent aux besoins de l'enfant en âge pré-scolaire.

Dans cette communication, nous désirons présenter un projet de construction d'une unité pré-scolaire pour les régions métropolitaines des villes tropicales du Brésil d'une population au dessus de 500.000 habitants.

Ce projet a été le résultat d'une étude en équipe de diréctrice, de psychologue scolaire et d'architectes.

Prenant en considération le climat et les conditions matérielles, économiques, socio-culturelles et éducatives qui sont en général les mêmes pour les villes brésiliennes avec une population au dessus de 500.00 habitants, on a établi les caractéristiques générales suivantes pour une unité pré-scolaire adaptée à de telles conditions: (a) nombre d'enfants dans chaque tour: 100; (b) âge: 2;6-6;5; (c) nombre de groupes:4; (d) nombre de tours: 2; (e) nombre d'éducatrices: 2 pour chaque groupe dans chaque tour; (f) surface du terrain: ... 2.000 m^2; (g) surface construite: 740 m^2.

On a essayé de créer une structure matérielle qui puisse permettre: (a) l'intégration des structures administrative et pédagogique; (b) la réalization des diverses activités pré--scolaires y inclues l'alimentation et le repos des enfants; (c) l'accompagnement du développement de l'enfant; (d) la participation des parents; (e) la formation professionnelle des futures éducatrices.

Le plan du projet de l'unité pré-scolaire sera exposé avec une légende explicative, dans les lieux destinés au Comité Brésilien de l'OMEP.

Pendant la présentation de la communication on fera une projection de diapositives pour démontrer les activités des enfants dans une unité pré-scolaire installée dans un bâtiment adapté qui a des caractéristiques semblables à celles du projet présenté.

Martha Pereira das Neves Hees
Professeur de Psychologie de l'Education, Philosophie de l'Education et Histoire de l'Education
Directeur de l'Enseignement Préscolaire à l'Etat de Rio de Janeiro
Brésil

PROGRAMME D'EXPANSION DE L'EDUCATION PRESCOLAIRE PAEPE
UNE EXPERIENCE AU BRESIL

Le programme a pour but d'élargir les possibilités de préscolarisation pour les enfants entre 4 et 6 ans.

On utilise pour cela les locaux disponibles dans la communauté et dans les écoles de 1er dégré situées à la périphérie des grandes villes, là où précisément il y a la prédominânce de facteurs tels que le manque de culture et la malnutrition. Ces deux facteurs d'ailleurs ont une énorme influence sur les résultats scolaires, surtout en ce qui se rapporte à la disproportion âge de l'enfant/année scolaire qu'il suit et aussi à l'évasion dans les premières années du premier cycle.

Les caractéristiques principales du programme sont: l'économie, l'intégration école-communauté, la possibilité de travailler avec les enfants en donnant relief à des aspects tels que la nutrition, la santé et l'éducation et en absorbant, à court délai, un grand nombre d'élèves à l'âge préscolaire.

Pour chaque groupe de 120 enfants, on travaille avec une institutrice et six mères d'élèves. L'institutrice doit être spécialiste en éducation préscolaire et doit surtout être capable d'exercer une influence de leader sur les mères des élèves. Elle doit aussi être capable de maintenir un bon rapport interpersonnel et doit se montrer gaie, joviale et enthousiaste.

Les conditions qu'on exige des locaux où l'on développe le programme dont on parle sont: un endroit couvert, spacieux et propre, avec des toilettes et une cuisine.

Les activités journalières ont la durée de trois heures et elles sont projetées de façon à rendre plus facile le développement intellectuel, physique, social et émotionnel des enfants.

Pour évaluer tout ce programme, on prévoit la participation des élèves de l'Université, lesquels, à présent, font leur licence en Psychologie. Ils seront orientés et auront la supervision d'un professeur de l'Université.

Les mères des enfants assument, chacune d'elles, la responsabilité de travailler pendant quinze jours de l'année scolaire. Elles doivent passer par un cour d'entraînement initial et sont orientés par l'institutrice même de la classe, pendant la réalisation des activités.

Inspection des Ecoles Maternelles
Circonscription Caen 1
France

LES CLASSES DE NATURE A L'ECOLE MATERNELLE EN FRANCE

Classes de campagne, classes de montagne, classes de mer, les classes de nature font peu à peu leur apparition à l'école maternelle.

Conçues en 1961, surtout pour l'école primaire, elles ont réussi à s'adapter à un public plus jeune - enfants de 5 à 6 ans - pour lequel c'est en général la première séparation de la famille.

Elles répondent, comme les classes élémentaires à des impératifs nouveaux de nos sociétés urbanisées. Dans ces séjours, les enfants vont trouver un contact continu avec la nature que le ville permet difficilement.

Grâce aux institutrices qui les accompagnent, le plus grand profit est tiré de ces séjours pour:

1) améliorer la santé par le plein air, la nourriture adaptée, la vie régulière bien équilibrée.
2) développer la sensibilité écologique et la connaissance des règnes minéral, végétal, animal.
3) donner l'expérience d'une vie communautaire joyeuse, harmonieuse.

1ère condition indispensable à la réussite de l'entreprise:

c'est l'institutrice qui part avec sa classe, avec ses enfants (5 à 6 ans). Il lui faut en conséquence être volontaire, c'est à dire accepter d'être au service des enfants 24 heures sur 24.

2ème condition: Compte tenu qu'aucun enfant ne doit être empêché de partir pour des raisons pécuniaires, tous les organismes possible aident au financement.

Une fois ces conditions remplies, il reste à convaincre les parents de laisser durant 2 semaines (au maximum) les enfants sous l'entière responsabilité de l'institutrice. Des réunions d'informations sont organisées dès le début de l'année.

Le départ est l'entreprise de l'école entière, d'une équipe pédagogique. Des relations étroites sont tissées entre partants et restants, entre partants et familles.

Jusqu'à maintenant, les séjours organisés ont été appréciés par tous. Leur nécessité est certaine.

Mais comment les étendre à un plus grand nombre de bénéficiaires?

Dr. Anna Keřková
Tchécoslovaquie

IMPORTANCE SOCIALE DE L'EDUCATION PRESCOLAIRE EN TCHECOSLOVAQUIE

L'éducation préscolaire assurée par les crèches et écoles maternelles tient une place importante dans le système éducatif des pays socialistes. Celle-ci permettant au nombre, toujours croissant, des mères de travailler professionnellement et de participer à la vie publique remplit non seulement la fonction sociale, mais aussi, comme de nombreuses recherches et expériences le prouvent, elle joue un rôle important en préparant les enfants à entrer à l'école primaire.

Les recherches, dans leur ensemble, ont prouvé qu'il existe encore de grandes possibilités du développement préscolaire de l'enfant. Leur utilisation au maximum peut influer d'une façon favorable sur le développement de la structure du système éducatif - surtout sur le processus d'enseignement à l'école primaire. En même temps elle peut augmenter l'effectivité du système éducatif dans toute sa complexité.

C'est pourquoi, dans le système éducatif tchécoslovaque on insiste tellement sur le développement et le niveau élevé de l'éducation préscolaire. Le but principal des écoles maternelles est d'assurer aux enfants une éducation systématique aussi tôt que les conditions sociales le rendent possible. Dans notre situation la tâche principale est de permettre au nombre maximal des enfants d'être admis aux écoles maternelles aussi que d'assurer à tous les enfants à l'âge de 5 ans la fréquentation systématique de celles-ci.

Ce postulat exige la création rapide du réseau d'écoles maternelles de même que l'initiative systématique de la part de notre société, c'est-à-dire des comités nationaux, des entreprises et des coopératives.

Les possibilités d'accueil du nombre croissant des enfants aux écoles maternelles ainsi que l'élévation du niveau d'éducation assuré par ces établissements témoignent du souci que la société socialiste prend de sa plus jeune génération.

д-р Анна Кежкова
ЧССР

ОБЩЕСТВЕННОЕ ЗНАЧЕНИЕ ДОШКОЛЬНОГО ВОСПИТАНИЯ В ЧССР

Дошкольное воспитание в яслях и в детских садах занимает в социалистической воспитательно-образовательной системе важное место. Оно выполняет не только социальную функцию, позволяя все большему количеству матерей включаться в рабочий процесс и принимать участие в общественной жизни, но также имеет, как доказывают многочисленные исследования и большой опыт, важное воспитательное значение в подготовке детей для поступления в начальную школу.

В итоге исследования подтвердили, что в дошкольном развитии ребенка еще есть неограниченные возможности и резервы, что их полное использование может повлиять на все развитие и структуру воспитательно-образовательной системы, особенно на первой ступени начальной школы, а также на повышение эффективности всей системы воспитания и образования.

На следующем этапе развития чехословацкой воспитательно-образовательной системы поэтому так подчеркивается развитие и высокий уровень дошкольного воспитания детей, особенно в детских садах, с целью обеспечить всем детям систематическое и целенаправленное воспитание настолько, насколько позволяют это сделать условия общества. В наших условиях, целью которых является дать возможность максимуму детей поступить в детские сады, решающим считается обеспечение всех пятилетних детей систематическим посещением детских садов.

С этим связана ускоренная организация сети детских садов, что требует от составных частей нашего общества, а именно от национальных комитетов, заводов и общественно-бытовых организаций систематической инициативы.

Увеличение количества мест в детских садах и повышение их воспитательно-образовательного уровня убедительно доказывает факт заботы нашего социалистического общества о самом молодом поколении.

Katherine L. Koulouras, M.ED.
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HEALTHY CHILDREN AND THOSE REQUIRING SPECIAL CARE IN THE NATIONAL EDUCATION SYSTEM

Introductory remarks to stimulate discussion shall include: An overview of current programs available as a result of Federal spending for education of children with special needs. The opportunity for not only a right to an education but to a program geared to the particular needs and aspirations. (Mandatory Special Education Act)

A description of how inter-agency dialogue, responsibility and respect are vital factors for providing services to children and their families. These agencies include Departments of Education, Social Services, Mental Health and Public Health.

Emphasis will be made toward the importance of giving families options and a diversity of programs to consider when making a placement.

The need to offer quality care to all children by skilled and trained care givers who can successfully help all children... the premise is made that ALL children have special needs. Considerations will be given to the subject of "mainstreaming" children with special needs in regular programs and the opportunities and limitations that can occur.

The discussion leader will provide the participants with literature from various states indicating the existing rules and regulations promulgated with regard to licensing child care centers. Thus, discuss how the law offers or limits Healthy Children and those requiring special care in a National Education System and how people make significant impact in enforcing or changing the law to strive for optimum services to children and their families.

Janina Kowalczykowa, M.A.
Warsaw Educational Board
Poland

ON THE NEED OF KINDERGARTEN EDUCATION FOR CHILDREN WITH DEVELOPMENTAL DISTURBANCIES

1. Intense psychophysical development of preschool children calls for a specific role of goal-oriented, specialist educational influences exerted by various forms of the preschool education. This concerns not only normal children but also those revealing deviations and disturbancies in their psychophysical development as for them the educational activity is of special importance.

2. Deaf and blind children, children physically or mentally deficient, in need of special assistance and care must be provided with appropriate aid in order to facilitate their general development and eliminate backwardness or disturbancies. Aid should be given in various forms beginning from the organized assistance form their families intergrational forms consisting in the child's involvment in the regular kindergarten activity to the organization of special kindergartens for particular categories of deficiencies.

3. The need to organize wide aid and assistance for deficient children of the preschool age is conditioned by the growing number of such children and by the specific course of developmental processes in children with various categories of deficiency. This requires special corrective compensating and re-

educational activities adjusted to the kind and degree of the developmental deviation.

4. Activities in the field of promoting forms of aid for deficient preschool children have been initiated in Poland both in the form of counselling centers for parents and in a more organized form in the instututions of preschool education. At present all the deaf and blind children are provided with specialist educational care.

5. Effective and appropriate aid for children with developmental deviations and deficiencies depends on a relatively early and fairly precise statement of needs in this field. Diagnosticating procedures in our country are carried out by educational and vocational advisory centers in cooperation with specialized health services.

6. Being aware of the significance of the family influence for the young child's education, our authorities give the priority to organized forms of aid to families bringing up children with developmental deviations.

7. Providing deficient children with possibilities of an optimum phisical and psychic development according to their potential depends on the forms of aid provided from the moment of stating a developmental irregularity.

8. One of the most important conditions for the success of aid assistance for deficient preschool children is the training of specialized personell, i.e. educators, psychologists, physicians and social workers.

Prof.dr hab. Romana Miller
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Gdańsk
Poland

EARLY PREVENTING DEVELOPMENTAL DIFFICULTIES

/On the need of research on the kindergarten readiness/

Introduction

The notion and the criteria for stating school readiness. Difficulties in classifying developmental disturbancies and in stating correlations as between school requirements and the personality growth. Research on the equal school start in groups of the six-years-olds points to the need of earlier preventing developmental difficulties and intervening in the family education.

I. An attempt to state the level and nature of developmental processes in four/year-olds. Selecting children below the norm. The discription of compensatory activities. Low effectiveness of compensatory work during the first year of the child's stay in the kindergarten, especially in the case of neurotic children and those with the level of motor and speaking skills who do not want to speak, speak improperly or are not able to communicate with the others.

II. The problem of three-year-olds with insufficient kindergarten readiness. Forms of compensatory activities for children and their parents. Factors decisive for the kindergarten readiness, i.e.

1. The child's health.

2. Mother-child emotional bonds.
3. The level of motor skills and the resulting degree of self-dependence in play and self-service.
4. The level of speech acquisition as an instrument of getting to know oneself and the surrounding world.
5. The degree of discipline reflected in the child's adjustment to the rhythm of the kindergarten life, in fulfilling the kindergarten teacher's orders, in persistence by the task fulfilment and in the skills to coexist with the peer group.

Conclusions

The need arises of research on personality growth in three-year-olds as well as of the regulation partaining to their relations with the others and of working out criteria for stating the kindergarten readiness of the child. This could form a basis for earlier compensatory activities or - in extreme cases - for a later enrollment of the child to the kindergarten.

Herta Niemann
Sozialpädagogin
Federal Republic of Germany

CRECHES FOR CHILDREN FROM 8 WEEKS TO 3 YEARS OF AGE

In the Federal Republic of Germany the education, care and upbringing of children up to the age of 3 years is on the responsibility of the family. In exceptional circumstances the family's responsibility is transferred to the community. Through the Child Welfare Act the Children's Welfare Office is obliged to enforce the law. The establishment of creches and toddlers-clubs can be a method employed in this case.

The creches are day-care-centres which are open to suit the working hours of mothers (for example: from o6.oo to 18.oo o'clock in Hamburg).

The children live in groups

10 babies (from 8 weeks to 1 year of age) with 1 nanny and 1 nurse

12 toddlers (from 1-2 years of age) with 1 nanny and 1 nurse

12 toddlers (from 1-2 years of age) with 1 nanny or 1 nurse with an assistant (nurse)

15 infants (from 2-3 years of age) with 2 nurses or 1 nursery school teacher and 1 nurse.

The choice of toys is to assist the development of the children (see the book "Gutes Spielzeug").

The playground is a very important complement to the play activity, especially from the point of view of health.

The healthy development of children depends on the satisfaction of basic emotional, social, intellectual and physical needs.

The baby has emotional needs, which must be satisfied. During the day the assistants have many occasions to address the child in loving way through playing, feeding, dressing and changing nappies. From that moment when the babies are aware of their environment through their senses, they need a high degree of stimulation.

Through toddling and running about they get a completely new experience. The nursery school teachers have to consider this in their choice of equipment and toys. The experience of the child increases with his age.

Therefore the nursery school teachers have a high degree of responsibility for the development of the children.

By discussion, the teaching team looks for solving educational problems. With further education the early development of children is increasingly revealed, i.e., to influence the nursery school teacher in this respect. The most important factor for the development of the child is the cooperation with the parents.

Hilde Tarecki
U.K. OMEP Committee

PLAYGROUPS - COMMUNITY VENTURE

The Pre-School Playgroups Association in U.K. is a parent initiated movement. Its purpose is to encourage the formation of playgroups for those children who cannot get a place in a nursery school run by the local Education Authorities. Parents are encouraged to share responsibility for their children's education within the play group thus making the playgroup an extension of the family.

Playgroups are kept small, not more that 20 children, under guidance of a trained supervisor with the help of a trained assistant and mothers helping in turns is the familiar pattern. Introductory talks to mothers and group discussions during day or evening according to the needs of parents and staff are organized. Short courses and in-service training for staff and parents are provided by the local authority in Adult Education Institutes. The playgroup movement has, since 1963, developed on a scale not imagined by its initiators. It has proved over the years to have met a real need and parent involvement has led to community involvement, thus having a long-term effect particularly on the disadvantaged and deprived groups. In 1974 the Pre-School Playgroup Association ran 800 courses for about 16,000 parents.

By increasing parents' awareness of the needs of their children, by showing them how these needs can be met in a prepared environment, under careful supervision, and by sharing knowledge of child development, the playgroup can enrich family life and, through the family, make for a healthier society. Working with others for a common purpose can restore to a mother of a young family that sense of her own significance and worth which she sometimes loses and can help to overcome the sense of isolation and loneliness from which many mothers suffer while their children are small.

Through this positive contribution the playgroup movement has over the years increasingly been supported by grants from local authorities, the Social Services and the Department of Education and Science. A network of local and national committees provides co-ordination and leadership supported by supervisors and advisors, often trained teachers or social workers, working at local level, and national advisers responsible for public relations and the implementation of policy. There is a national journal "Contact" which combines popular journalism with accurate and useful information as well as local journals and newsletters. P.P.A. publications can be obtained from PPA, Alford House, Aveline Street, London SE11 5DH.

Olav Tiller
Norway

SOCIAL CHANGE AND CHILD DEVELOPMENT
A NORWEGIAN STUDY UNDER WAY

In several OMEP seminars the question of the transmission of values, i.e., the socialization of the child, has been discussed, in particular the question of whether - and how - institutions for children (like the kindergarten) play a substantial role in socialization. There seems to be agreement that this is not a matter of either - or, but that both the family and the pre-school institutions are potent agents.

However, an even more correct observation is probably that child is being socialized - not by parents alone, not by the institutions alone and not even for the most part by these two agents in interaction, but through the whole network of significant other people surrounding it and the interaction between all these. It is this social milieu in the widest sense that implants in the child - or rather from which the child internalizes - the basic cultural and social values and norms.

One reason for the increasing awareness of the role of other institutions than the family in socialization is the rapid transformation of most industrial societies through mobility, geographical and social. Still, there are reasons to believe that in the non-industrial society - or pre-industrial society

- socialisation is less exclusively the matter of parental influence, since close contact with - and experience of - persons outside the family is more available to the child.

Mobility is selective and therefore means change in the availability of significant others as agents of socialization. For instance, where young unmarried adults move out for educational or occupational reasons, they are no longer present as models and agents of social control for the younger child. This reasoning is the starting point for a new project under way in Norway, where a series of widely varying communities has been sampled on the basis of mobility data. Within these communities, we try to locate the most typical areas of out-mobility, in-mobility, stability and turbulence, i.e., areas characterized by decreasing, increasing, stable and unstable populations, assumed to represent varying social milieus for the growing child. Through a variety of techniques we hope to obtain the child's own description of its social and physical environment, of the significant "others", the density or looseness of its network, etc.

The aim is to improve our understanding of what types of environments are good for the child and what types are bad, from the standpoint that every child needs both nurturance, affection and love as well as social control, consistent rules and a chance to practice loyality and responsibility.

We do not study pre-school child directly. But 8 year olds and 14 year olds in our samples are products of their preschool experience. And they are probably better informants about their childhood environment than are younger children, not to speak of teachers or parents. After all, the child adjusts to his world as he or she sees it - not as adults see it.

However, the description of the local community by social workers, preschool teachers, health center personnel etc, forms another part of the project, and the two types of data will be compared with a view to map out what arrangements, activities, institutions etc. that should be recommended for support by governmental and municipal authorities.

Beatriz de la Vega
Présidente du Comité OMEP
en Colombie

L'EDUCATION PRESCOLAIRE
DANS LES DEPARTEMENTS COTIERS DE LA COLOMBIE

Introduction

La Colombie est formée de régions qui sont très différentes à tous les points de vue. Ces différences sont un des problèmes qui se posent aux éducateurs chargés d'élaborer pour tout le pays les programmes pédagogiques dont le plan est établi à Bogotá, capitale de la nation.

Dans ce travail nous allons procéder à l'analyse des conditions de vie des enfants d'âge préscolaire dans les départements de la Côte. Bien que la Colombie ait deux côtes, l'une sur la Pacifique et l'autre sur l'Atlantique, on entend couramment par "côte" et on appelle "costeños" ou habitants de la côte, les Colombiens qui vivent dans les departements avoisinant l'Atlantique qui porte dans cette région le nom de Mer des Caraïbes ou Mer des Antilles.

Cette région de la Colombie est habitée par un mélange des trois races (noire, blanche et indienne) qui ont peuplé le pays. Les gens de la Côte sont peu enclins à la violence, les taux de criminalité de la région sont inférieurs à ceux de l'intérieur du pays et la violence politique qui avait place pendant plusieurs decennies dans le reste du pays a épargné cette région. Les enfants sont traités avec affection, non seulement par leurs parents mais aussi par le milieu en général. Ils vivent, gais et heureux, dans un climat de liberté, bien que beaucoup d'entre eux se trouvent dans des conditions de pauvreté extrême.

Donnée du problème

Dans ces conditions et compte tenu des conditions dures et hostiles que les enfants d'autres régions de Colombie sont obligés de supporter, particulièrement les enfants de régions à climat froid, beaucoup de personnes pensent qu'il n'est pas indispensable que l'Etat fonde des jardins d'enfants ou des écoles maternelles dans les régions côtières et que les ressources du gouvernement doivent être consacrées en priorité à l'éducation des enfants en bas âge des grandes villes industrialisées et que, au cas où l'on déciderait d'établir des jardins d'enfants à la campagne, il faudrait préférer les régions de l'intérieur du pays au moment d'établir les programmes d'éducation préscolaire.

Ceux qui soutiennent cette thèse nient aux enfants de la Côte le droit à l'éducation et l'accès à la stimulation psycho-pédagogique dont ils ont besoin pour pouvoir participer quand ils seront adultes à la vie du pays et pour pouvoir concourir avec leurs compatriotes provenant d'autres régions. Le nombre de désertions au cours de l'école primaire est très élevé dans les régions côtières et l'avenir de ces enfants dans leur vie d'hommes et de femmes est l'oisiveté, ou plutôt le sous-emploi, car ils grandissent avec une notion du travail qui réduit ce devoir social à un moyen de survivre auquel on a recours par nécessité et d'une manière sporadique.

Plan national de soins à l'enfant en âge préscolaire

Plusieurs Centres de soins intégraux à l'enfant en âge préscolaire (CAIP) ont déjà été inaugurés et sont en train de fonctionner. Ils combinent un programme de stimulation pédagogique avec un programme de suppléments alimentaires. Les résultats ont demontré que l'enfant de la Côte ne perd pas ses qualités innées quand il reçoit une éducation au cours de ses premières années de vie, mais qu'il transforme ces qualités à un niveau plus conscient. Ces Centres ont modifié non seulement les enfants mais aussi les adultes de ces régions en leur donnant une vue plus nette de leurs droits et de leurs devoirs comme êtres humains et comme Colombiens.

Malgré le caractère limité des ressources d'un pays pauvre le gouvernement a entrepris une recherche du bien de l'enfant en donnant beaucoup d'importance à la formation pendant les premières années de vie. Ceci est quelque chose de nouveau en Colombie où traditionnellement, le jardin d'enfants n'était destiné qu'à essayer de remplir le vide causé par l'absence de la mère obligée de travailler.

Conclusion

On peut déduire de nos diapositives et des opinions émises par les éducateurs de préscolaire qui travaillent dans les départements de la Côte que l'enfant de la région des Caraïbes est capable de profiter de l'occasion qu'on lui offre de se socialiser, d'améliorer son alimentation et de recevoir les soins médicaux que dispensent les "CAIP". Au lieu de laisser de coté ces enfants les gouvernements doivent multiplier ces centres dans la région. Le bonheur apparent de la vie des enfants de la Côte est en réalité une circonstance qui les laisse en marge de la société contemporaine. Ce qui serait idéal ce serait d'arriver à préserver l'aspect positif de l'ambiance de la Côte qui est favorable à l'enfance et, en même temps, d'être à même de fournir à cette anfance des éléments d'éducation qui lui permettent de tirer le plus grand profit de l'école primaire et des autres possibilités d'éducation que leur offrira l'avenir

Tatjana Vonta
Assistant
Yugoslavia

EDUCATIONAL ASPECTS OF SPACE AND EQUIPMENT IN KINDERGARTEN

One of the factors of child's education is his environment. Space and equipment in the kindergartens form a basic part of the child's environment. Both of them must assure the normal psychical and mental development of preschool children, furthermore, assure successful and functional realization of upbringing and education, care and child welfare. Therefore space and equipment must suit:

- the psychophysical nature of the preschool child
- the requirements of the educational process
- the sanitary and hygienic requirements
- needs of the society in the field of children's welfare.

An analysis will be presented of the state of space and equipment in our kindergartens as well as a discussion of reasons for such a state. In the analysis attention will be given to requirements of the educational process as to space and equipment.

Margaret Weiser, Ed.D.
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CHILD CARE UP TO 3 YEARS OF AGE

Federal (national) day care standards apply only to programs receiving federal funds under the Social Security Amendments. Licensing standards are issued by individual states and apply to all programs, regardless of how they are financed. Studies are now being made to determine the effects of child-staff ratios, staff professionalism, and parent involvement.

The Federal Interagency Day Care Requirements (FIDCR) are funding specifications, and reflect a desire on the part of the Congress to establish the kind of quality of care which children and parents have the right to expect. Since 1972, FIDCR has expressed the floor below which future requirements cannot go. They are administered by the Department of Health, Education, and Welfare. The regulations cover day care facilities, environmental standards, educational services, social services, health and nutrition services, training of staff, parent involvement, administration and coordination, and evaluation. In addition, all day care centers and homes must be licensed by the State in which they are located, in order to operate.

State licensing requirements aoffer preventive protection to all children, regardless of the source of funding. All 50 states now license day care centers; however, 13 states do not yet permit group day care for children under the age of three years.

Certain standards affect cost more than other standards. Since 80% of the day care budget is often spent for staff, the per child cost is very closely related to the child-staff ratio which is required. There is no magic number; the greatest variation between states is in the child-staff ratio.

It is recognized that the only standards which can be enforced will be standards which have a solid base of public support.

Margaret Weiser, Ed.D.

CERTAINS STANDARDS POUR LES ENFANTS DE MOINS DE TROIS ANS

Les standards fédéraux pour les garderies d'enfants ne s'appliquent qu'aux programmes qui reçoivent des fonds du gouvernement fédéral au titre des Amendements de la Sécurité Sociale. Les standards pour les permis sont accordés par chaque état et s'appliquent à tous les programmes sans égard à leur type de financement. En ce moment, des recherches sont en cours afin de déterminer les effets des proportions enfants-personnel, du professionalisme du personnel et de la participation des parents.

Les Conditions Requises pour les Garderies d'Enfants par l'Inter-agence Fédérale (FIDCR) sont des conditions pour recevoir des fonds, et reflètent le désir de la part du Congrès d'établir le type de qualité de garde que les enfants et les parents sont en droit d'attendre. Depuis 1972, FIDCR ont indiqué le niveau minimum des conditions requises dans le futur. Le Département de la Santé, de l'Instruction et du Bienêtre Social les administrent. Les règlements contrôlent les garderies d'enfants, les standards de l'environment, les services de l'instruction, les services sociaux, les services de santé et de nutrition, la formation du personnel, la participation des parents, l'administration, la coordination, et l'évaluation. De plus, tous les centres et maisons de garderie doivent obtenir un permis de l'état où ils sont situés afin de pouvoir opérer.

Les conditions requises pour l'obtention de permis délivré par l'état offrent une protection préventive à tout enfant, sans égard à l'origine des subventions. Présentement tous les 50 états autorisent les centres de garde d'enfants; cependant, 13 états n'autorisent pas encore la garde d'enfants en groupe pour les enfants de moins de trois ans.

Certains standards ont plus d'influence sur les coûts que certains autres. Etant donné que 80 pour cent du budget des garderies d'enfants est consacré au personnel, le coût pour chaque enfant est étroitement lié à la proportion requise entre enfants et personnel. Il n'y a pas de nombre magique; la proportion enfants-personnel est celle qui varie le plus entre états.

Il est admis que les seuls standards qui peuvent être contrôlés sont ceux que le public supporte le plus largement.

Dr. Margaret Weiser, Ed.D.

DISPOSICIONES Y NORMAS PARA EL CUIDADO Y EDUCACIÓN DE NIÑOS MENORES DE TRES AÑOS EN LOS ESTADOS UNIDOS

Las normas nacionales para guarderías infantiles se aplican solamente a programas financiados por el gobierno nacional, bajo la legislación de Seguro Social. Normas de permiso de funcionamiento, son promulgadas individualmente por cada estado y se aplican a todos los programas independientemente de su financiamiento. En la actualidad se están llevando a cabo estudios para determinar los efectos de: la proporción niño-maestro, eficiencia profesional del personal y participación de los padres.

Los "Federal Interagency Day Care Requirements" (FIDCR), están financiado guarderías que cumplen con sus requisitos y reflejan el deseo por parte del Congreso de establecer tipo y calidad de cuidado que niños y paders tienen derecho a esperar. Desde 1972, FIDCR ha manifestado los requisitos mínimos a exigirse en el futuro.

La administración es ejercida por el Ministerio de Salud, Educación y Bienestar. Las reglamentaciones abarcan condiciones físicas de las guarderías. normas ambientales, servicios educacionales, sociales, de salud y nutrición, preparación del personal, participación de los padres, administración, coordinación y evaluación. Además, todas las guarderías y hogares infantiles deben ser autorizadas para operar por el estado a que pertenecen.

Los requisitos estatales de permiso de funcionamiento ofrecen protección preventiva para todos les niños, independientemente de la fuente de financiamiento. En la actualidad, los 50 estados autorizan guarderías infantiles, no obstante, 13 estados no permiten aún guarderías para niños menores de tres años.

Algunas normas afectan los costos más que otras. Dado que el 80% del presupuesto para guarderías se invierte en personal, el costo por niño se relaciona estrechamente con la proporción niño-maestro requerida. No existe un número mágico, la variación más amplia entre los estados radica en la proporción niño-maestro.

Es reconocido que las únicas normas que deben ser cumplimentadas son aquellas que cuentan con una sólida base de apoyo público.

SECTION IV

OBJECTIVES AND CONTENTS OF THE EDUCATIONAL WORK WITH THE YOUNG CHILD

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ENTENDER Y ATENDER AL NINO

El nino, como el adulto, pero en el estudio en aprecio, principalmente, al nino para ser entendido y, en consecuencia, atendido, tendrá de ser observado por medio de los tres principios que rigen el desarrollo del ser humano.

La observación es la actitud mental del trabajo analitico. Observacion en el sentido lato. Observacion por el nino en si, con el nino y en el nino. Como si fuésemos él y manteniéndonos en nosotros y con nosotros mismo. Solamente aci estaremos en condiciones de ejercer la plenitud del privilegio de la psicoanálisis. El privilegio consiste en observar el nino por medio de tres principios. Son tres derroteros que constituyen el conjunto de indicaciones orientadoras de la situación en estudio, de parte y del todo.

La situación en estudio es, simultaneamente, observada en primero lugar en su dimensión histórica, segundo por medio de la continuidad genética del desarrollo emocional y, final-mente, por el principio del dinamismo de la correlación emocional de los dos principios.

La continuidad histórica conduce el nino a repetir, y asi, por medios y formas diferentes, a reproducir situaciones anteriores, en la situación actual en estudio. Y lo hace en relación con la maestra. Y, también, expresa como lo hace y tenta, por asi decir, en su lenguaje mimica, en el silencio elocuente, en sus actividades lúdicras y expresiones faciales, dibujos, etc., etc., definir la conducta repetitiva y también ensenar como y porque la situación es asi.

El principio de la continuidad genética del desarrollo emocional es, de los tres, el más importante. Es, en rigor, el principio que confiere los criterios de avaluación de la función de la fantasia inconsciente. La fantasia inconsciente es el origen del pensamiento. De todo y de cualquier pensamiento. Es la expresión mental de los instintos. Cuando se acentua y enfatiza la realidad externa, omplicitamente, se procura negar, como postula Susan Isaacs, a la realidad interna o realidad psiquica, su objetividad propia como hecho mental.

Hace tres siglos ya Shakespeare decia que lo fantástico es lo único verdadero.

La continuidad genética tiene tres fases. Paula Heimann las ha comparado a las estaciones de ferrocarril. Acontece que el desarrollo emocional permanece parado, por veces, en una de esas estaciones o puede volver a una de ellas, cuando las condiciones no permiten su continuación hasta la fase genital propriamente dicha. Es dificil, estudiando los detalles, hacer el diagnóstico diferencial entre fijación y regresión, cuando el nino o el adulto está en estado de desarrollo emocional incompleto o en estado de regresión.

Seria deseable que el principio de la continuidad genética, como la designación lo indica, no sufriese la más minima solución de continuidad de contacto emocional. Del nacimiento, de dentro del vientre de la madre, para sobre el vientre de la madre, hasta que, adaptado, pudiese, el recién-nacido, pasar al regazo materno. Del regazo a la cuna y, ci necesario, de nuevo al regazo materno sin casi sentir las operaciones mutativas. El contacto fisico como condicionamiento al contacto emocional y, asi, asegurar la continuidad genética del desarrollo.

Como hemos sugerido, observado y acompanado casos y casos de interrupción del desarrollo en el Jardin, seguido de restablecimiento, cuando la maestra se condiciona a hacer, ahora, en el Jardin, lo que y como no habia sido hecho antes, desde el nacimiento.

El desarrollo emocional es reversible. Este hecho confiere al Jardin Infantil y a las instituciones que lo preceden en el cuidado del nino, el carácter de cetro de salud emocional del nino y, en consecuencia, centros de profilaxis de la enfermedad mental del adulto.

El tercero principio - el dinamismo de la correlación emocional de los dos principios - presenta situaciones equivalentes de cada una de las tres fases. Sin embargo es necesario tener en mente que nada es rigido en el sistema de la sensibilidad.

La fantasia inconsciente - génesis de todo el sistema emocional,- es inmanente. Es esencia y condición del ser. Cabe a la táctica y a la técnica de la Psicoanálisis, ciencia especifica del psiquismo inconsciente, sorprender la fantasia y tornarla directa o indirectamente, perceptible y, si posible, comprensible al nino y al adulto.

El nino siente. No piensa lo que siente ni como siente. Y, en general, el adulto también. Tenemos de pensar como ellos siente, de modo adecuado y oportuno. Es la función esencial del Jardin Infantil: Pensar como el nino siente. En seguida evaluar el derrotero histórico hasta la llegada al Jardin o a la Escuela Maternal. Medir, comparando, - el histórico y la continuidad genética del desarrollo emocional. Por este medio estará el Jardin acompanando el movimiento pendular, lábil, de la emocionalidad, fundamento y base de toda la vida mental.

Es él, el nino quien sabe. "El nino es el padre del hombre". Somos meros aprendices. El analista no alimenta la veleidad de pensar que sabe. No basta ser humilde. Hay que alcanzar la humildad. Solamente asi, incorporando la humildad, reconoce que no sabe. Y, solamente, asi, en estado de humildad, - en estado real de no sé, queda acreditado a empezar a aprender. Si. Porque para aprender es necesario sentir y saber que no sabe. En caso contrario es fatalmente llevado a pensar que sabe. Pero sabe errado. Y saber errado es ignorar que ignora, decia Platón. Ignorar que ignora es el conflicto del desconocimiento o de la negación del psiquismo inconsciente. Y, en repetiendo, en la situación actual, situaciones anteriores, que son tentativas de modificaciones del estado emocional,-- lo que estudiamos hoy como tratamientos espontáneos,-- el nino expresa sus angustias y frustraciones.

Y asi, como nos comunicamos con el nino, la Psicoanálisis ofrece su contribución a la educación, poniendo a la disposición de la maestra el pasado, el presente del nino y abriendo nuevas fronteras a la prospección. Con efecto, por medio del conocimiento del pasado y del presente, nuevas fronteras, nueva cualidad de vida futura para el nino. Estudiando el nino, estudiamos toda la evolución individual en prospección y en perspectiva de la vida humana. En pasado, presente y futuro.

ORIGENES Y FUENTES DE LA COMUNICACIÓN

Cada momento de la vida del nino es un instante emocional de comunicación. Y cada momento tiene su estilo. Estilo en el sentido literal de conjunto de calidades, de expresión. Caracteristica de una edad, de una época de la vida individual, en la situación en estudio. Y también estilo de sentido, de modo y manera peculiares, especificas, de cada nino, como de cada persona. Estilo como forma de el nino expresar lo que siente y como siente. Uso, practica, forma y medio de comunicación.

El estilo preverbal subentiende la tentative rudimentaria de comunicar. Tenemos de, por percepción, aprehender los movimientos, gestos, actividad lúdicra, o semejante, la metáfora, el dibujo, los juguetes, el gesto, el tono de voz, el lenguaje, los indicios, los sintomas, las senales, las expresiones faciales mutativas. Buscando siempre comprender como el nino comunica. Como en la situación siguiente:

Nino del Jardin insiste, hasta convencer la maestra a ir a su casa, cerca de la escuela. El nino querria que la maestra probase el agua especial que su madre habia recibido. La maestra accede a la insistencia del nino y le acompana. Llegando a la casa el nino pide a su madre para servir agua y, acentua, aquel agua. La madre sirve el agua comun, de la casa. La maestra saborea, bebe, dice que el agua es buena, saluda y sale. La madre, que "ya conoce las artes del hijo", pregunta: ?Que historia es esa de aquel agua, Joaquim Mauricio? Y el nino contesta: es para la maestra traerme más temprano y yo acordarme. ?Acordar de que Joaquim Mauricio? Acordar que es hora del nene mamar. Pero no es hora aún. Has oido el médico insistir para que no diese de mamar antes de la hora marcada. Y todavia no es la hora que el médico marcó. Madre, dijo Joaquim Mauricio,-- la Hora del médico no es la hora del nene. Y, instantes después, el nene lloraba en el cuarto y Joaquim Mauricio exultante decia: no he dicho mama? Él quiere mamar, es la hora de él: Yo me ha acordado. No es la hora del médico.

La medida de la comunicación es establecida por el nino en conformidad con sus necesidades instintivas y las defensas necesarias. Como se procesa la comunicación en la intimidad de la vida sensible. Como es la comunicación del sentimiento y de la emoción a dos,-- origen de la comunicación. La percepción y la intuición. Como Joaquim Mauricio tendria percebido que el nene tenia necesidad de mamar en hora diferente de la hora marcada por el médico? Es a esta particularidad de la función de la percepción y a su relación con el desarrollo ontogenético y filogenético, que tenemos de dar nuestra atención mayor. El objetivo es hacer cuanto en nosotros para reasumir el nino y la especie que hay en cada uno y reformular el adulto que somos en el nino y en la especie que hemos dejado de ser. Y, enfim, dar expansión al nino-adulto que seremos, hasta que posamos ejecutar el trabajo con la atención, el contacto, la concentración, la seriedad y la creatividad del nino cuando juga. El nino, en la recreación... Recrea.

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THE STRUCTURE OF THE PLAY IN NURSERY SCHOOL AGE

The functional structure and the organizational elements of play have been analyzed on a sample of 153 play units of 43 children in four groups aged 3;3 - 3;9, 4;3 - 4;9, 5;3 - 5;9, 6;3 - 6;9. Basib activities of each play were considered, special attention being given to their social function and orientation. The following functions have been distinguished: preparatory, organizing, basic, finalizing and interlude-forming. As far as the social orientation is concerned, plays have been divided into those carried out by a single child, those carried out in a group of two or three and those carried out in a big group of children.

With respect to the uniformity and the appearance of the finalizing element six types of activities have been found, i.e.

nonuniform and multisubject	finalized nonfinalized
nonuniform and multisubject with a dominating part	finalized nonfinalized
uniform and unisubject	finalized nonfinalized

On the basis of the research data the following conclusions can be formed:

- Uniform play is characteristic merely for the six-year-olds, other age groups engage in nonuniform types of play.

- There are no differences as far as the quantity of finalized and nonfinalized plays in various age groups is concerned.

- The child's activeness indicated by the number of activities in the play is differentiated according to age. Plays of four-year-olds include fewer basic activities than those of three- and five-year-olds. Quantitative differences pertained mainly to preparatory and organizing elements of the play. Main activities of the four-year-olds tend to form monofunctional chains thus contributing to a specific character of the play in this particular age group.

- Differences have been noted as between plays at home and in the kindergarten, although no differences have been revealed as between the quantity of elementary activities and of monofunctional chains in the four-year-olds' play.

- Significant differences have been revealed as between three- and four-year-olds as far as the number of socially oriented activities is concerned. Activities carried out in a group of more than one person were more frequent in the four-year-olds' group.

- Two parallel types of play have been found in the four-year-olds, i.e. uniform plays with a small number of socially oriented activities and nonuniform plays with a big number of socially oriented activities.

It is assumed that the four-year-olds acquire a new and a more difficult organization of activity, that is a uniform play in which the elementary activities become socially oriented. Both characteristics are not yet synchronized and as such tend to be practised in different play activities.

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PROBLEM-SOLVING IN KINDERGARTEN CHILDREN

Activity structure in problem-solving processes was the subject of the research carried out in the years 1971-1976 on a sample of 600 children aged 4 to 11. The subsample of kindergarten children amounted to 360. The present paper presents a part of the data obtained. Research has been carried out by means of a natural experiment, the data collecting technique being various picture stories differentiated according to the children's age and to the research problem.

The foundation of the research theory was the theory of activity developed by professor Tomaszewski. The activity under investigation was an internal activity of operating information reflected in the children's verbal behaviour. The occurrence of the activity was connected with the graphic model of the reality.

Research dealt with the following problems, 1) the activeness of hypotheses and their organizational function and 2) the arrangement of elements in the effective structure of the problem.

Two main groups of hypotheses have been distinguished in the course of the research, i.e. spontaneous hypotheses formed independently by the child after having noticed the problem and the hypotheses formed through stimulation in the shape of additional questions posed by the researcher.

The activeness of hypotheses formed spontaneously is demonstrated in their content which is richer, more original and more differentiated than that in the stimulated ones. Moreover, hypotheses formulated spontaneously are more often validated. Although validation takes place at various levels according to the child's age, the spontaneous hypotheses require more intellectual activeness at every level examined. New pieces of information tend to affect strongly the hypotheses formed through stimulation and not the spontaneous ones. This can be noticed in the cases of cognitive conservatism when defensive mechanisms are introduced in order to validate a spontaneous hypothesis. Emotional approach of the child in the thinking process can also be noted.

The conclusion points to the role of the way of hypothesis formation and its impact on the hypotheses activeness and the organization of problem-solving activities.

As to the structure of the problem-solving activity, research revealed the growing complexity of this structure according to the child's age. The growth of the effective structure was also demonstrated. The arrangement of the structural elements becomes more coherent and logical thus forming chains of events. A correlation has been found as between the formation of new pieces of information corresponding to a picture story and the ability to form logical chains in the organization of content. Two kinds of the effective structure have been distinguished, i.e. structures with logical chains of elements, the condition of which is the formation of new pieces of information indispensable for the logical organization of the content and structures with a partial organization of the content in the final phase of the activity. This type of structure is characterised by the appearance of gaps which are completed later, in the final phase, when the child goes back to the initial stages of the activity. The structure of a logical organization of elements favours spontaneous hypotheses. The structure with a partial organization becomes effective when stimulated by additional questions.

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LES PROPRIETES D'UN SYSTEME DES JOUETS DIDACTIQUES

Si l'éducation est un art d'assurer à l'enfant les moyens de s'organiser sa personalité, le vrai moyen pour ce but est le jouet, car le jeu est une activité la plus typique de l'enfance.

Le jouet didactique est un matériel qui offre un certain nombre de problèmes intellectuelles, un matériel structuré que l'enfant pourrait découvrir des règles de la pensée humaine.

Quelques principes fondamentaux de système

- Le choix des jouets, qui nous offrons aux enfants, dépend du niveau de développement du joueurs, de ses besoins intellectuelles et affectifs, et de l'éducation qu'ils ont reçu.

- A chaque activitée intellectuelle il faut initier l'enfant à la bonne heure, par les jouets qui conviennent aux enfants par toutes leurs qualitées.

- Il faut donner aux enfants les jouets de chaque espèce, pour permettre toutes modalités d'activités essentielles à leur développement.

- Dans le système il est nécessaire la mesure: l'abondance des jouets est aussi dangereuse que la pauvreté - tout les deux tueraient l'esprit de jeu.

- Il faut laisser à l'enfant la possibilité de répéter les opérations avec un jouet combien il veut et, dans le même temps, l'orienter vers de nouveaux jouets et opérations.

- Les changements dans le système doivent empêcher le fixation de l'enfant à des stades inférieurs.

- Il faut être très vigilant dans le choix d'un matériel représentatif des jouets, qui doit être bien précis, et dans lequel il fallait chercher une progression. Dans le même temps, il faut laisser à chaque enfant la possibilité de choisir son jouet.

Pour réaliser ces principes, et parce que nous considérons les jouets comme les instruments d'éducation, nous sommes obligés de découvrir toutes les conditions qu'ils doivent remplir pour être efficaces.

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LA FORMATION INTELLECTUELLE A L'AGE PRESCOLAIRE COMME PARTIE DE L'EDUCATION INTEGRALE DE L'INDIVIDU

La formation intellectuelle fait une partie indivisible du développement intégral de l'enfant ce qui influe d'une façon décisive sur son évolution somatique et psychique. Elle tient une place importante dans l'instruction de l'individu dès sa naissance jusqu'à sa vieillesse.

Nous avons prouvé, par des recherches détaillées, dans quelle mesure le programme d'enseignement et l'utilisation des méthodes pédagogiques contribuent à la formation des enfants ainsi que dans quel degré l'activité systématique de l'école maternelle influe sur la vie intellectuelle de l'enfant.

Après avoir procédé à une analyse critique des résultats de nos recherches, nous avons constaté que les enfants à l'âge préscolaire sont capables d'apprendre à observer attentivement leur entourage, à prendre connaissance de la réalité, à saisir les relations entre divers phénomènes et à formuler les notions générales. Les renseignements systématiques sur les objets et les phénomènes contribuent d'une façon positive à une appropriation des connaissances plus détaillée surtout s'ils sont accompagnés d'une activité qui réussit à attirer l'attention des enfants; cependant il y en a qui soient plus difficiles à comprendre, p.ex. certaines relations causales, l'origine des choses etc. Evidemment tout dépend de l'art de la maîtresse d'école, de son savoir de se comporter à l'egard des enfants et de la manière de leur expliquer les problèmes qui les préoccupent.

Le séjour à l'école maternelle produit un effet positif sur l'évolution intégrale de l'enfant en s'avérant être un facteur important dans sa vie. C'est surtout dans le domaine de la formation intellectuelle qu'il faut apprécier l'activité de nos établissements d'éducation préscolaire qui, grâce à leur travail systématique et méthodique, influent d'une façon positive sur le développement intellectuel des enfants.

En même temps nous avons abouti à constater qu'il existe un désaccord entre les résultats des recherches théoriques sur le niveau intellectuel des enfants et les exigences de l'école maternelle. Les conclusions des recherches prouvent que les enfants sont capables de comprendre les qualités déterminées des objets; pourtant en pratique on ne fait pas suffisamment valoir jusqu'à présent cette capacité.

Il est bien possible, déjà à l'âge préscolaire, de développer le langage des enfants, d'approfondir leurs facultés d'acquisition des connaissances et leurs capacités et habitudes intellectuelles ainsi que de leur faire apprendre à saisir le sens véritable des phénomènes en utilisant les méthodes pédagogiques adéquates - surtout celles du jeu. Pour obtenir les résultats positifs en formant notre plus jeune génération, il faut respecter l'individualité et l'âge des enfants, ensuite appliquer d'une façon systématique les données des recherches scientifiques de même qu'utiliser les méthodes pédagogiques adéquates.

Les résultats des recherches concernant le niveau des connaissances, des idées et des notions des enfants qui fréquentent régulièrement l'école maternelle, prouvent formellement influence positive que cet établissement exerce sur le niveau intellectuel des enfants. Il est à souhaiter que l'école primaire reprenne au maximum les résultats et les efforts de l'école maternelle pour en faire le point de départ de sa propre activité.

доц. д-р Лиля Коватова
ЧССР

ДОШКОЛЬНОЕ УМСТВЕННОЕ ВОСПИТАНИЕ - СОСТАВНАЯ ЧАСТЬ ОБРАЗОВАНИЯ, ПРОДОЛЖАЮЩЕГОСЯ ВСЮ ЖИЗНЬ

Умственное воспитание - неразделькая составная часть всестороннего развития ребенка и значительно влияет на его соматический и психический рост. Оно осуществляется в развитии человека, продолжающемся всю жизнь, начиная от рождения и кончая преклонным возрастом. Подробным индивидуальным исследованием было проверено, насколько содержание, установленное учебной программой, и использование педагогического метода ведет к формированию знаний детей, каков эффект систематического влияния детского сада на умственную сторону детей.

На основе критической оценки результатов нашего исследования мы констатировали, что дети дошкольного возраста способны научиться сосредоточенно наблюдать окружающую их среду, находить взаимную связь между явлениями, понимать одинаковые и различные черты и создавать общие представления. Систематические информации о предметах и явлениях положительно содействуют более подробному усвоению знаний, особенно тогда, когда они связаны с увлекательной деятельностью детей. Одни информации воспринимаются детьми несколько сложнее, например, определённые казуальные отношения, причины возникновения и развития, а другие легче; поэтому от воспитателя зависит, каким образом он влияет на детей и как он умеет приблизить детям отдельные явления.

Посещение детского сада положительно влияет на комплексное развитие детей и является важным фактором в их жизни. Особенно в области умственного воспитания необходимо подчеркнуть роль наших дошкольных учреждений, так как систематической и продуманной работой с детьми они положительно влияют на их интеллектуальное развитие.

Одновременно нами было обнаружено несоответствие между результатами теоретического исследования, направленного на анализ интеллектуального уровня детей и между апликацией требований к детскому саду. Результаты исследований доказывают способность детей понять и овладеть точно определенными свойствами объектов; однако до сих пор они не были еще включены в достаточной мере в практику.

Уже в дошкольном возрасте можно использовать подходящий педагогический метод. - включая, прежде всего, в деятельность детей игру и тем самым эффективно развивая речь детей, углубляя их познавательную способность, основные знания, интеллектуальные умения и навыки, и ведя детей к правдивому пониманию окружающих их явлений. Для достижения положительных результатов при воспитании наших детей основным является комплексный подход к умственному воспитанию, соблюдение индивидуальных и возрастных особенностей детей, использование результатов науки и выбор адекватных педагогических методов.

Результаты индивидуального исследования, касающиеся уровня знаний, представлений и понятий детей, регулярно посещающих детский сад, однозначно показали его положительное влияние на интеллектуальный уровень детей. Задачей первого класса начальной школы является в максимальной степени продолжить стремления и результаты детского сада.

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SOME PHILOSOPHICAL PROBLEMS IN THE STRUCTURE OF EARLY CHILDHOOD SCHOOL PROGRAMS

This paper will examine conclusions of the 1976 O.E.C.D. report on Canadian Education, and some model structures of learning programs for young children. It argues there is a "goal-lessness" and improvisation quality to preschools.

The author sketches the solution to lie in a general framework. This framework is defined by a conceptual ideal of human nature and stresses the formulation of such a concept before logically stating the structures of a curriculum.

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МЕСТО И РОЛЬ ИГРЫ В ЖИЗНИ ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА

Последние годы исследования в области психологии, педагогики, социологии, физиологии и биохимии устанавливают явления экселлерации - ускоренного психофизического развития подрастающих. В дошкольном возрасте наблюдается интенсивное развитие потенциальных способностей и большая восприимчивость к внешним воздействиям. Данные исследования современных 6-7 летних детей показывают значительно высокие возможности для воспитания нравственно-волевых качеств и общественного формирования.

Ускоренное социально-психологическое формирование детей дошкольного возраста обуславливается комплексным влиянием ряда факторов, из которых решающим является организованное педагогическое воздействие. Независимо от потенциальных возможностей детей до 7-летнего возраста, налицо возрастные особенности, которые не могут элиминировать. Они требуют эмоционального климата для стимулирования психического развития.

Бурное развитие производительных сил в век научно-технической революции, сложных общественных отношений и быстрых перемен в окружающей среде определяют необходимость специфических средств для усвоения общественного опыта. В игре взаимодействие субъекта с окружающей средой происходит посредством детского общества; социализирующее внешнее воздействие осуществляется посредством активного взаимодействия личности со средой. При соответствующем управлении контактов между детьми и их поведением в коллективе создаются взаимоотношения, которые являются социально-психологическими по форме и нравственными по содержанию.

На принципе добровольности и равноправия совершается моделирование группировок и создается эмоциональное благополучие каждого ребенка, играющего в коллективе.

Вот почему в условиях общественного дошкольного воспитания создается система педагогического воздействия, в которой игра является важным условием, методом и формой социально-психологического развития детей в возрасте до 7-ми лет.

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Inspectora Provincial de Educación
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JUEGO SIMBOLICO Y EDUCACION PREESCOLAR

/ referido a ninos de 3 a 7 anos /

La investigación iniciada se propone, preferentemente, el estudio y registro de las actividades lúdicas de carácter simbólico que convergen en la consecución de los objetivos básicos de este nivel en el ámbito intelectual, afectivo y social. O, en su caso, poner de manifiesto, las actitudes, circunstancias y vivencias que restrinjan tales posibilidades.

El estudio comprende 2 aspectos.

1. Proceso y evolución de la actividad lúdica de carácter funcional a la actividad lúdica de carácter simbólico, considerando las condiciones y circunstancias que afecten al ámbito existencial del nino y a su entorno socio-cultural. Asi como a sus antecedentes afectivos y humanos.

Se trata de contrastar la hipótesis de que el proceso lúdico se retrasa, se restringe o paraliza cuando las condiciones afectivas y culturales de los ninos no colman unas determinadas exigencias. Y, con ello, el consiguiente retraso en el sector del pensamiento, la autonomia y el sentimiento creador y de descubrimiento.

La investigación afecta a 2.400 ninos con un bagaje de vivencias y experiencias afectivas y humanas diferentes, asi como del entramado de su mundo fisico y socio-cultural.

Las diferencias en la caracterización de los Centros /por las circunstancias de los ninos acogidos; por las horas de de permanencia en los mismos; por su enclave socio-cultural y por la programación de sus actividades/ intenta ser una muestra de suficiente amplitud compatible con un conocimiento exhaustivo y profundo:

- Casa del Nino. - 70 ninos internos por carencias en la estructura familiar.
- Hogar Infantil de Asistencia Social. - 180 ninos internos por carencias familiares de distinto grado.
- Guarderias Infantiles. - 500 ninos, distribuidos en cuatro Guarderias de diverso matiz.
- Centros de Nivel Preescolar. - 1.400 ninos, escolarizados en 51 Colegios de diverso enclave socio-cultural.

2. El juego simbólico en el "curriculum preescolar", según modalidades de los Centros y edades de los ninos. Este segundo aspecto del estudio completa y amplia el anterior, desde la verificación de hipótesis en el orden afectivo y humano - expresadas en aquel - a las hipótesis relacionadas con la evolución intelectual y pre-aprendizaje académico, a través de una serie de "experien-

cias", "actividades" y "aprendizajes", cuyo registro dentro del "curriculum preescolar", permitiera establecer unas conclusiones válidas, tanto en el orden psicológico como educativo.

El hecho de haber proyectado esta investigación en los 2 aspectos expresados, obedece a las implicaciones existentes entre uno y otro aspecto, sin cuyo conocimiento se haria muy dificil o imposible abordar en profundidad esta parcela de investigación.

Seguidamente se desglosa, de forma sucinta, el contenido de cada uno de los 2 aspectos enunciados.

1. Paso de la actividad pre-lúdica de carácter funcional a la actividad lúdica de carácter simbólico y al juego de reglas.

   Proceso de la evolución de una a otra modalidad de juego, según se trata de:

1.1. Ninos que asisten a Centros Preescolares de distinto enclave fisico y socio-cultural, pero en iguales o similares condiciones en cuanto a horas de permanencia en los Centros y distribución de horarios:

   a/ caracterizando las influencias que el entrono fisico y socio-cultural pueda tener en la matización y proceso de estos tipos de juego.

   b/ caracterizando las situaciones de estancamiento o regresivas que pudieran producirse a nivel individual; detectando las posibles causas.

1.2. Ninos que asisten a Guarderias Infantiles a tiempo limitado, considerando las horas de permanencia en las mismas y antecedentes respecto al regimen individual de asistencia.

a/ desde 0 anos

b/ desde 1 ano

c/ desde 2 anos

1.3. Ninos internos en Hogares Infantiles por sufrir carencias de diversa indole, en su estructura familiar:

a/ actitudes en la relación lúdica en grupos de ninos en situación de "hospitalismo" más caracterizado.

b/ actitudes en la realización lúdica de aquellos ninos con los cuales se han adoptado fórmulas de convivencia de tono más familiar atenuantes de las formas tipicas de "hospitalismo".

2. El juego simbólico en el "curriculum Preescolar" según modalidades de Centros y edades de los ninos

2.1. En la modalidad de Jardines de Infancia /2-3 anos/

Se trata de contrastar y registrar la actividad lúdica, desde:

2.1.1. el estadio sensorio-motriz a la representatividad

2.1.2. el juego individual al de pequeno grupo /dos, tres o más ninos/ resenando las motivaciones lúdicas en la pre-socialización y el paso a los distintos niveles de grupo.

2.2. En la modalidad de Escuelas de Párvulos y 1 er Curso de Educación Básica.

La modalidad de estos Centros permite la continuidad lineal de la investigación, a efectos de seguir el estudio de:

2.2.1. La evolución del proceso lúdico:

A/ desde las actividades funcionales y constructivas a las simbólicas e imaginativas; registrando los hitos de la evolución;

B/ Connotación de los objetos "simbolo" preferenciales y registro ordenado de los mismos;

C/ el paso de los juegos simbólicos-libres a los de regla autónoma y, de ésta, a la institucionalizada.

2.2.2. Las actividades lúdicas de carácter simbólico y su articulación racional y sistemática con el preaprendizaje académico, en base a una programación que transfiera los valores del juego a un aprendizaje gradual y flexible cada vez más objetivo. Este estucio se ha proyectado en tres ámbitos del aprendizaje de este Nivel pero con un sentido globalizado en el orden psicológico y educativo:

A. Del juego simbólico a las consecuciones básicas en el ámbito del lenguaje; las experiencias a contrastar parten del supuesto de las relaciones existentes entre noción de espacio y escritura; de que el acto de escribir está dirigido y sostenido por la representación mental; asi como la lectura debe partir de la articulación y comprensión del lenguaje hablado. Se ordenan las experiencias y su registro extensivas. a/ a las de orden tactil, visual y kinestésico. b/ a las de comprensión en sus distintos grados como antecedente de la representación. c/ escalonamiento gradual de las adquisiciones de lenguaje partiendo de modos concretos de realización lúdica en que se subrayan los escalones ascendentes y los modos precisos de su registro.

B. Juego simbólico y pre-aprendizaje en orden a las Matemáticas. - Se establecen hitos progresivos en la captación matemática a partir de nociones concretas implicadas en los juegos:

a/ desde el juego, con elementos sólidos, libre, a la relación de elementos de un conjunto, a la pertenencia y ordenación.

b/ desde el juego libre, previamente estudiado, a la correspondencia "término a término"; resenando el paso de la simple correspondencia espacial a la de "término a término"

c/ desde la actividad lúdica libre, que permita captar y familiarizarse con el material, a la "seriación" y "clasificación" constatando los pasos sucesivos en la amplitud de elementos implicados en la serie.

d/ desde el juego simbólico con elementos constructivos y simbólicos /descomponer y reconstruir/ a la "inclusión de la parte en el todo".

C. Juego simbólico y conocimiento pre-científico. - Desde la actividad propiamente lúdica a la explicación de los hechos y los fenómenos naturales del próximo mundo de experiencia del nino, en base a su permanente deseo de actividad, curiosidad y poder simbólico. En este sentido se ha sentado como premisa de estudio no dar al nino, en ningún caso, soluciones anticipadas sin orientarle en el camino de descubrirlas. En este sentido se han establecido una serie de actividades en la frontera entre el juego más evolucionado /simbólico y de reglas/ y un primer trabajo descubridor y gozoso:

a/ desde el rincón de "los descubrimientos" o del "sabio" ... de actividad lúdica con elementos naturales atesorades por los ninos, asi como imanes, lupas... a la ordenación del aprendizajes que arrancan de los descubrimientos del nino; se establecen los hitos consecutivos a registrar y la anotación de los estimulos más eficaces al respecto.

b/ Se establecen los modos y modelos para pasar de los rincones lúdicos previamente selecionados al establocimiento desde ellos a "centros de interés" y como, consecuencia, a aprendizajes concomitantes. Está prevista la resena del paso de la actividad lúdica espontanea a la estimulada, a la orientada, a la establecidad y, por último, a las actividades de aprendizaje sistemático en este campo.

Esta segunda parte de la investigación no se ha hecho extensiva a los ninos de Guarderias, 500 en total, por lo que el muestreo representativo abarca una población infantil de 2000 ninos, apróximadamente, susceptible de posteriores ampliaciones.

La técnica de registro utilizada se basa en la recogida de diálogos de los ninos y de las experiencias y expresiones más significativas de su conducta, por medio de magnetófonos, filminas..., o cualquier otro medio tecnológico adecuado, asi comola transcripción directa de soliloquios y conversaciones entre los ninos, captando al mismo tiempo el modo de sus expresiones concomitantes.

Se considera de especial interés - por tratarse de una investigación abierta y dinámica - las observaciones, reflexiones y juicios críticos del profesorado que coopera en esta investigación, a efectos de matizar las experiencias enmarcándolas en su propio ambiente y en las circunstancias personales de los ninos.

Licana Regagno-Puente y
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EFECTOS DE UN ENTRENAMENTO AUDIOVISUAL DE DOS ANOS EN LA ADQUISICION DE CONCEPTOS,EN PREESCOLARES DE CLASE MARGINAL

Se informa aqui sobre los resultados de un estudio longitudinal de 4 anos en una de sus variables: los efectos de entrenamiento audiovisual en la adquisición de conceptos y la organización del lenguaje en ninos de 1 a 5 anos.

Deseabamos probar una tecnica susceptible de ser usada en grupos y generalizada a otras instituciones que acogen ninos provenientes de familias marginadas. En estos ninos es conocido el deficit en los procesos de adquisición del lenguaje, el cual constituye un handicap desde su ingreso en la escuela.

Trabajamos con un grupo de 238 ninos provenientes de ranchos y casas de vecindad en las zonas marginales. Estos sujetos asistian durante el dia a las casas-cunas y jardines de infancia asistenciales del Consejo Venezolano del Nino.

Empleamos un diseno de grupo control con pre y post test. Los experimentadores intervenian con programas de cuentos e información en diapositivas y programas de televisión en dos sesiones diarias de 30 min. cada una. Se buscaba estimular la identificación, la participación y la expresión del nino.

Como evaluación de los aprendizajes se utilizó una prueba construida especialmente con material de 12 diapositivas.

Se informa aqui sobre 7 de los 10 cortes transversales realizados, uno cada cuatro meses.

Las pruebas se comportan como buenas escalas evolutivas y permiten un analisis en las siguientes variables: tipos de conceptos utilizados par los ninos, identificación del personaje principal, empleo de un verbo, numero de elementos diferentes en la frase, estructura de la frase, valor de verdad, relaciones lógicas. Los resultados de seis de estos indices permiten entre grupo experimental y grupo control.

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INTELLECTUAL ACTIVITY AND THE AWAKENING OF THE NEED TO KNOW

A resurgence of emphasis on the teaching of cognitive rather than affective skills was fostered in the United States by the War on Poverty and the Head Start program in 1965. The past decade in the Netherlands has also witnessed an emphasis on the development of cognitive and language skills. The Dutch have been troubled by the high percentage of their children repeating first grade due to lack of reading skills.

Assumptions concerning the timing and character of intellectual activities to which a young child should be exposed varies, of course, with the theorist. If the first three years, particularly the period from eight to eighteen months, are crucial to the child's intellectual development as Burton White profess, then we need such programs as the Brookline Early Education Project which involves parents and professional consultants and attempts to increase children's intellectual and social competence by enriching the home environment during the first three years after birth. However, Jerome Kagan's research on Guatemalan children showing how intellectual deficits due to early stimulus deprivation may be reserved by later experiences gives us hope that we may be able to provide experiences to reverse such trends in some of our children.

Such contrasting approaches to intellectual development in the United States and the Netherlands will be discussed. Slides depicting various activities stimulating intellectual development will be shown. Piaget's influence can be seen in some of these programs. In most of our traditional programs, we provide various environments where the child can explore, experiment, discover himself and learn about his world. Brunner's thesis that any subject can be taught effectively in some form to any age child can be seen in our instructional type programs which teach basic skills, Froebel, Decroly, and Montessori's influences will be seen in the dutch traditional settings. The influences of the Russian psychologists Zaporozets, Elkonin, and Galperin appear in some Dutch research programs and are seen in some "teaching communities" where they are integrating their preschool and early primary programs.

Future trends in this area will be discussed.

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EL CUIDADO DEL NINO MENOS DE TRES ANOS FUERA DE LA FAMILIA

Según los estudios científicos sobre el hospitalismo y sus consecuencias terribles hay que evitar cada cuidado en la masa de ninos menos de tres anos.

Como el cuidado de estos ninos en guarderias también significa un cuidado en masa, el departamento regional de protección de menores de Renania Norte en los últimos diez anos ha desarrollado un modelo:

> Se cuide en un mismo grupo 15 ninos juntos; de ellos dos de 0 á 1 ano, cuatro de 1 á 3 anos y nueve de 3 á 6 anos.

En éste grupo mixto los ninos de estas edades tienen más posibilidades de interacción. Se les da estimulos de desarrollo, como les faltan en un grupo con ninos de la misma edad. Se promueve sobre todo el don de la observación, la lengua, las facultades cognitivas y el ámbito social-emocional.

El nino menos de un ano, que necesita para su desarrollo el estimulo de fuera, tiene que tener también contactos con los ninos mayores de él en las horas en las que no duerme. Con que participa en lo que pasa en la sala de jugar percibe al mismo tiempo lengua y acciones de los demás niños y tiene por lo tanto la posibilidad de imitación y de identificación.

Los ninos de 1 á 3 anos todavia no pueden formar un grupo de jugar. Para ellos el contacto directo con la maestra de Párvulos es de importancia eminente tanto como la inclusión ocasional en el juego de los mayores.

Los menores de tres anos les dan impulsos importantes para el desarrollo social-emocional a los de 3 á 6 anos. Además existen grupos de proposición y grupos ampliados de jugar para los de 3 á 6 anos, porque el grupo modelo está afiliado por lo general a un jardin de infancia /Kindergarten/.

Programa del Edificio:

- Una sala con 45 á 48 metros cuadrado /m/c/ como sitio de estar y de jugar con una sala pequena de 18 m/c.
- Una sala para los ninos de 0 á 1 ano de 18 m/c con tres camas, una banera y un lavabo para el personal. Esta sala tiene que estar enlazado por una puerta con la sala grande de jugar, para que los pequenos puedan tener contacto con los mayores.
- Una sala de dormir para los de 1 á 3 anos con 18 m/c con cuatro camas.
- Una guardaropa bien ventilado - elemento enlazando entre las salas - con banco para zapatos y departamentos para gorros, bufandas, guantes y bolsillos además para la ropa

de cambio de los pequenos; una percha para cada nino hace falta.

- Un cuarto de aseo con dos lavabos y dos retretes en destintos tamanos, y una ducha.

Para cada institución se necesita además:

Una oficina con lavabo; un cuarto para el personal y de enfermeria con lavabo; una cocina ajustada a las necesidades y edades de los ninos; para dos grupos una sala de aplicaciones varias con 45 á 48 m/c y un almacén con 12 m/c; un retrete para el personal con lavabo; una ducha; un depósito para los juguetes del parque; una sala para los cochecitos de ninos con entrada de fuera.

Personal necesitario:

La responsabilidad para el grupo hay que entregar a una maestra de párvulos con experiencia educacional. Además se necesita una puericultera y una asistenta.

El programa del edificio y la clave del personal se ha integrado a las normas para jardines de infancia en Renania Norte /Westfalia/ el dia 30 de noviembre de 1.974.

Радка Славова

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ЦЕЛЬ И ЗАДАЧИ ВОСПИТАТЕЛЬНОЙ РАБОТЫ В ДЕТСКИХ САДАХ НР БОЛГАРИИ

Большое значение для проведения организованной и систематической работы по всестороннему развитию детской личности, а также для подготовки и поступления детей в школу играет общественное дошкольное воспитание. В докладе указываются заботы, которые Болгарская коммунистическая партия и правительство НР Болгарии прилагают для расширения сети детских садов, охвата ими все большего числа детей, а также улучшения их материальной базы.

Сейчас во всех видах детских садов Болгарии воспитываются 76% детей в возрасте с 3 до 7 лет, в том числе в целодневных детских садах 44,8%. Из детей, которые посещают детские сады, самый большой процент приходится на 6-7-летних - 95% /в НР Болгарии дети принимаются в школу с 7 лет/. До 1980 года, согласно расчетам развития дошкольного воспитания, в детские сады будут приняты 85% детей в возрасте с 3 до 7 лет, из которых около 58% в целодневные. Все эти, которым предстоит поступить в школу, будут посещать постоянные детские сады.

Главная цель общественного дошкольного воспитания в детских садах - посредством физического, умственного, нравственного, эстетического и трудового воспитания создать основы будущей всесторонне и гармонически развитой личности - активного строителя нового общества и реализовать необходимую и социальную подготовку детей к успешному обучению в школе.

Задачи и содержание воспитательной работы, проводящейся с детьми в детских садах, определены в программе воспитательной работы, которая является обязательным документом для всех детских садов страны.

Воспитанием и обучением детей с трех до семи лет занимаются детские учительницы, которые получают свою квалификацию в полувысших институтах с двухлетним сроком обучения /для учебы в институте принимаются лица, имеющие законченное среднее образование/. В 1976 году был открыт и высший институт по подготовке детских учительниц.

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KINDERGARTEN EDUCATION AS THE FIRST ELEMENT OF THE POLISH NATIONAL EDUCATIONAL SYSTEM

In Poland the kindergarten education has been considered the main element and the basic stage of the national system of education. The resolution adopted by the Diet of the Polish People's Republic on October 13, 1973 includes the following guidelines pertaining to its role and function, i.e. the gradual promotion of kindergarten education among the whole of the preschool population in urban and in rural areas, ensuring proper conditions for the all-round development for all the preschool children and stimulating the process of school-readiness acquisition.

The first stage in the implementation of the above mantioned guidelines is the promotion of the kindergarten education among all the six-year-olds. This will be endorsed in 1977/78 along the lines of the new kindergarten education programme which has been worked out in the Department of Initial Education and Upbringing at the Institute for School Curricula.

In the present paper I.am going to discuss two main assumptions underlying the new kindergarten education programme.

1. The programme of didactic and educational activity oriented toward the six-year-olds points to the necessity of harmonious influencing all the personality spheres of the child in the field of social and moral attitude formation, development of thinking processes and speech, acquisition of technical skills, formation of emotional and aesthetic sensibility and its expression in music and art, formation of health-preservation habits and physical fitness.

According to what has been said above, the contents of education and upbringing in the kindergarten have been grouped in the following sections, i.e. the moral and social intellectual, technological, aesthetic and health education. These sections, being at the same time elements of the curriculum structure, are closely connected with one another, and thus form an integrated whole.

The section "Moral and Social Education" contains both educational and cognitive tasks aiming at the development of the child's social activeness and his acquisition of proper behavioural patterns in the reality meant more and more broadly as family, the kindergarten group, the local environment, the home country and the world. It also aims at the strengthening of the child's connection with the social and natural environment as well as at patriotic and internationalist attitude formation.

The section "Intellectual Education" includes a list of tasks aiming at the development of cognitive skills, i.e. improving speaking and listening skills, carrying out simple intellectual operations of comparison, classification analysis, synthesis, generalization, cause-effect link finding and conclusion-drawing. The section also contains tasks connected with the formation of basic mathematical concepts and with the acquisition of elementary reading skills..

The process of reading skills formation is treated as one of the most important stimuli of the child's development. It is initiated by the presentation of the graphic symbol as a form of information transmitting. In the kindergarten a synthetic--analytical method at the word level is applied when presenting printed letters through a variety of graphic, visual and spacial teaching aids included in the so-called kindergarten movable primer.

The learning to read procedes the formation of writing skills which takes place in the course of the first grade education. It has, however, been assumed that the preparation of the kindergarten child for the learning to write can be helpful in facilitating and accelerating the formation of skills at the school level. This has been later confirmed by empirical researches.

The section "Technological education" contains the following educational tasks: ensuring conditions for constructive, technological and research-type plays which would draw the child's attention to physical phenomena and the causal relations among them, getting the child used to systematic work and to respecting the work of others, imparting technological skills and skills to use and preserve some selected technical devices and developing interests in various applications of technology to satisfy human needs.

The main task of the section "Aesthetic education is the development of independent creativity and expression of the kindergarten child. This pertains to the formation of sensitiveness to aesthetic values surroundings the child, development of art activity and music expression, promotion of speech culture and the formation of habits to care for the aesthetic of the environment and the child's own self. To put it briefly - the educational objective is to prepare the future creator and the active recipient of culture and art.

The section "Health education" contains tasks dealing with the child's getting used to safety principles in urban and rural areas as well as forming habits of a sanitary and cultural character together with the physical fitness, motor skills and sports including winter sports and swimming.

2. The curriculum integration of the kindergarten education and the initial instruction makes it possible to eliminate the so-called instructional threshold between the two successive stages of the Polish educational system.

In both kindergarten and initial school instruction the same hierarchy of educational tasks is accepted with the same categorization of these tasks. The primary importance is ascribed to tutelar and care activity with the skill acquisition and the cognitive development lower in the taxonomy. Thus, the continuity of the educational activity from the kindergarten to the primary school is being ensured. There are, however, some differences which pertain to the implementation forms and the ways in which these tasks are being carried out at the two levels under discussion. In the course of the kindergarten education the task implementation is somewhat incidental with the prevailing element of play, while at the initial school stage a larger variety of stimuli are presented on a larger scale of the educational content. That is how a safe and non-disturbed passage from the kindergarten to the primary school is ensured.

The teacher's activity at both levels is geared toward the stimulation of the all-round development of the child, prevention of developmental disturbancies and compensating deficits, disturbancies or retardedness. To put it otherwise, the stimulative, preventive and therapeutic functions are present at both stages of the educational process, although ways in which they are performed may differ considerably.

The didactic-educational tasks are clarified according to the accepted selection and gradation of the teaching content, i.e. according to the curriculum structure. That is why we can speak of the curriculum integration in the kindergarten and primary school education. The contents of the two curricula in question are connected with each other genetically as, for instance, the contents of the section "Intellectual education" from the kindergarten curriculum form the basis for two subject areas in the primary school: the mothertongue and mathematics. The process of bringing the child closer to his social and natural environment which has been initiated in the kindergarten is then continued and developed in the school subject area called "Social and natural environment".

The kindergarten education is therefore well integrated with the whole system of the Polish education from the point of view of its tasks, functions and its educational contents.

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CURRICULA BASED ON LIFE SITUATION

1. General Frame of Reference

The core of some projects in the Federal Republic of Germany constitutes a concept of curriculum development, which, like that of the traditional kindergarten, relates back to the life situations of children, and which sees the kindergarten more as a place for collective community action than as a pre-school place of learning. The curriculum development thus aims not only at improving the educational offering for children, but also at activating the educational participation of parents and other adults; it also includes the professionalisation of educators with regard to the resulting new duties. The concept "curriculum" in this context is understood in a very wideranging and open manner. In this sense a curriculum constitutes the nucleus of a variety of educational activities which - directed toward life situations and problems - on one hand attempt to change traditional educational relationships between educator and child in favour of a common learning and experiencing process, and on the other hand attempt to establish an educational relationship between the kindergarten and the community.

The following points are to be mentioned as characteristic for this conception:

2. Reference to Life Situations of Children

The main objective of curriculum development is to enable children of different social backgrounds and with different learning backgrounds in order to master situations occuring in their present and future lives.

The statements about life situations and the designation of educational operations for preparing the children for such situations result in discourse, i.e. in interrelated discussions and activities between educators, scientists, parents and other participants and children in a given situation.

With this respect, the orientation toward the life situations of children becomes significant in two ways: First of all, in the development of the curricula, situations will be examined as to which capabilities the children must acquire in order to think and act as autonomously and competently as possible. Secondly, in the practical application of the curricula the attempt will be made to start from situational inducements and to organize the children's learning and experiencing with respect to actual situations, thereby considering the participation of persons and institutions of the environment.

3. The Connection of Social and Instrumental Learning

The observation of the habits of adults in applying their instrumental skills, without thinking of or taking into consideration the social prerequisites and effects of their actions leads to the supposition that, among other things, there is a connection between this practice in adults and the (kind of) school learning. One can assume that many of the hitherto existing forms and contents of school learning have done more to hinder the possible questions about social - and even further - political relationships of actions than to further them. In school curricula and in pre-school areas of learning the training of instrumental skills is often separated from the instruction towards social behavior. The concept drafted here attempts to bring together those parts of social and instrumental learning which are separed in the above mentioned contexts. Children, even at a pre-school age, should learn in concrete situations to comprehend both forms of qualification, which are interspersed with another. When possible, it should be taken care that they later on not just produce their qualifications on recall without a social consciousness. Instrumental skills should be subordinated to the goal of social learning directed toward autonomy.

4. Participation of Parents and other Adults

Parents and other adults with whom the children are confronted will be included within the framework of this projects in the kindergarten as experts who bring about their experience, as participants and - in the sense of a process of lifelong learning - as people who are still themselves learning. Since the curricula are about life situations, situations are often dealt with which are meaningful not only to the children, but to their parents as well. The participation of parents and other adults is accomplished basically within action-oriented projects, which often lead out into areas beyond the kindergarten. In these projects the traditional learning and teaching circumstances between adults and children have a tendency to be changed into the form of joint generation-bridging learning.

SECTION V

THE CHILD'S BENEFIT AS A COMMON OBJECTIVE OF PARENTS AND TEACHERS

Professor Eva Balke
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OMEP Committee
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THE LOCAL ENVIRONMENT - PRESCHOOL PROJECT

The "Local Environment - Preschool" project (sponsored by the Ministry of Family and Consumers Affairs and the Ministry of Education and Eclesiastical Affairs) started in early spring 1975. The project group had set out to analyze the situation in Norway concerning the correspondance and cooperation between the local and home environment and the preschool. It wished further to find important factors in the development of the identity in the young child in relation to these environmental forces. On this basis the group intends to work out methods and materials that may further a better contact between the preschool, the home and the local community, and thereby contribute to the strengthening of the development of the child's ego in preschool age.

The ultimate aim is to develop principles for a preschool education which takes as its point of departure the basic experiences the child is getting in the home and the local community and build upon and strengthen these experiences in harmony with the aim for preschool education.

The project group finds that many factors may be active in deciding the degree of correspondance between the home and the local community on one hand and the preschool on the other.

Some of these factors are:

1) The teacher and aids and their degree of contact with the local community, the language or dialect they use, the attitudes and ideas/norms they communicate to the child.

2) The play equipment and it's cultural relevance.

3) The activities of the persons working with and around the children acting as modals for the children.

4) The program and curriculum of the preschool.

5) The physical organisation of the preschool in relation to that of the child's home environment.

6) The localization of the preschool in relation to the home.

7) The degree of contact between the home and the local environment.

The recent law on preschool education in Norway stresses the right of the community and the parents to decide on the type and content of their preschool.

The preschool which until now has been an urban institution will be confronted with the different local communities with their cultural differences. Even if Norway relative to other countries may be a country with a homogenious population there are subcultures that differ in many respects from the typical urban culture. The Child that lives at the coast or in a rural district, in a mountain valley or in the northern districts may have a cultural background in the home that differs very much from that of the urban child. Norwegian minority groups with their own language and culture like the laps and the gipsies as well as new immigrants have problems in contact with the majority culture. This asks for a thorough discussion of what type of culture the preschool ought to represent.

This is also a situation which poses many new problems to the training of preschools teacher and assistant personell.

In this discussion of the role of the preschool it must be decided whether the aim of the preschool is to widen and enrich the child's world through kindergarten experience, to compensate for a supposed cultural deprivation, or to strenghten and further the experiences and the cultural background that the child brings with it from the home and the local community.

The project has two main parts:

A) The registration of differences between the culture of the preschool and the home and their possible influences on the child and his activities.

B) The working out of new models of preschools where the cultural influences from the home and local community play a major part.

The group feels that these problems may not only be of interest in a Norwegian setting.

The project group:

Eva Balke, Oddvar Fagerli, Lajla Somby.

U.K. OMEP Committee

COMMUNITY COLLABORATION: PRE-SCHOOL EDUCATION - HOME VISITING

Home visiting was first introduced in U.K. in the West Riding of Yorkshire as part of the Educational Priority Area pre-school project following recommendations in the Plowden Report (1967) that 'positive discrimination' should be introduced to assist children from socially disadvantaged homes. This project involved 20 children over the age of 18 months and their parents matched with a control group.

The children in the experimental group were visited for one to two hours every week. On each occasion the child was presented with a series of toys and their function was explained to the mother; books were usually presented at the end of the session. The Visitor always tried to involve the mother in what the child was doing, partly so that she could enjoy her child's discovery and could encourage him, and partly to reassure her that the child was not being subject to pressure to do well but was being encouraged to go at his own pace.

The children tended to do more when the mothers were working with them. Fathers particularly were fascinated by the idea that they could teach their children from an early age. It was an important aim of the scheme to persuade parents of their capacity to educate their children and to rouse their interest in doing so. The programme was a success in immediately involving the parents and bringing together home and school learning. Quoting from the report "Educational Priority" that the parents' reactions helped to define the necessary characteristics of the Home-Visitor:

"She must be unbiassed, non-judgmental, able to work under any sort of conditions, knowledgeable without being dictatorial, helpful without being patronizing, able to listen and sensitive to people's needs without appearing to probe into their private affairs."

The idea of the Home Visitor has been adopted recently by certain local authorities who employ Home Visitors to work with families who are caring for their own and other people's children under the age of 5. Some of these children have special needs or handicaps or may be under-stimulated due to the isolation, depression or lack of knowledge on the part of the caring adult. Visits are usually made weekly and may last up to 2 1/2 hours depending on need. Toys may be left behind to encourage play between visits. Importance is attached to the development of language within the context of the child's activity and interest.

The Deptford Educational Home Visitors scheme which started in 1974 owed its inception partly to the fact that the Inner London Education authority wished to extend its traditional role outward into the community to develop what Prof. Halsey has called the "teaching triangle" of parent, child and teacher.

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PROBLEMES POSES PAR L'EDUCATION DES ENFANTS DE TRAVAILLEURS MIGRANTS A L'ECOLE MATERNELLE

Si l'émigration n'est pas un phénomène récent, les problèmes éducatifs qu'elle pose de nos jours sont néanmoins tout à fait nouveaux et peuvent être la source d'une mutation dans les objectifs de l'école et dans le style d'education donné à tous les enfants.

Les enfants de migrants trouvent difficilement la place qui leur conviendrait dans des systèmes éducatifs trop uniformes et qui n'ont pas été faits pour eux. Dans les différents pays des solutions sont proposées et essayées, allant d'une éducation séparée par nationalités, à des formules d'intégration plus ou moins poussée ou à des essais d'enseignement bilingue et d'éducation biculturelle.

A l'école maternelle, le problème se pose dans des termes particuliers car l'enfant qui y entre à 2 ou 3 ans est encore dans une phase d'apprentissage de sa langue maternelle.

Dans le cadre de cette courte communication, nous voudrions porter l'attention sur un point que nous estimons essentiel et en dégager les implications pédagogiques.

Nous nous demanderons quelle est la dimension humaine véritable du problème éducatif posé par la présence des enfants de travailleurs migrants dans nos écoles. Un petit enfant n'est-il pas naturellement ouvert sur toutes les langues et sur toutes les cultures puisqu'il possède en lui les pouvoirs d'acquérir aussi bien les unes que les autres? A l'heure où les peuples de la Terre découvrent l'impossibilité de la fermeture sur eux-mêmes, il importe de préserver et de développer le plus possible chez le petit enfant toutes ses capacités d'ouverture à la totalité de l'humain.

Nous nous demanderons quelles sont les conditions d'une éducation ouverte sur un pluralisme culturel et comment elles est possible à l'école maternelle. Nous en tirerons les conséquences relatives à la formation des maîtres.

Nous conclurons en montrant que l'ouverture sur le pluralisme culturel est une prémisse pour l'ouverture totale de l'homme, qui devrait être le but de toute éducation, alors que trop souvent celle-ci ne contribue qu'a la fermeture progressive des êtres.

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THE BENEFIT OF CHILDREN - THE COMMON GOAL OF PARENTS AND TEACHERS

The constitution of the Federal Republic of Germany determines the parents to be in charge of educating their children.
At the same time there are several influences of education on the child which are exerted by groups with different philosophies of life. These influences already start at a very early moment.

Hence it follows that it is necessary to interchange and balance conceptions of education, whereby the - constitutionally garanted - free decision of the parents about the aims and tendencies of education has always to be respected.

The general aim of the collaboration of parents, institutions and collaborators of those institutions must be the educational qualification and the capacity of parents to represent the interests of their children. I.e. by initiation of learning processes parents who have to solve the same or similar problems or conflicts in educating their children should be enabled to gain in knowledge, understanding and consciousness.

On the other hand parents should have the possibility to introduce their experiences, their educational ideas, their interests and needs into the work of the institutions concerned.

This is the only manner to garantee a collaboration - based on partnership - between all people concerned and a cooperation of the parents in the educational process in the institutions.

The working models - exercised to this - are especially the methods of adult education, of which the emphasis is on imparting of knowledge up to the extension of acting competences.

For example:

- discussion groups, i.e. small groups of parents and educators who discuss educational questions

- cooperation of parents groups in groups of children, which extends from participation in reunions in the evening up to real cooperation in the group
- integration of the parents into the committees of the educating institutions by participation, cooperation and co-determination

- consultation by special letters for parents, written information and oral advice offered by specialists of the above mentioned institutions or by experts of special institutions for consultation.

Until now these questions are not solved which result from the fact that many parents both father and mother are practising a profession and are therefore not able to cooperate. Furthermore new problems arise with the possibilities of cooperation with parents who are foreign workers or belong to marginal groups, for example homeless and abandoned people (work together with gipsies).

New approaches limn in the context of family welfare-work. At the same time measures like free time in order to intensify the formation are exercised. Special measures like payment of a particular fee for all those parents (or mothers or fathers) who are occupied by educating their children are discussed at the moment

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TRAINING OF PRESCHOOL TEACHERS AND CRECHE NURSES

Training courses for preschool teachers and creche nurses can be defined as sets of activities designed to help trainees to acquire personal, instructional and care-taking competencies. Three major factors should be considered in planning such courses: The developmental stages of trainees and teachers, the role of continuous or in-service training and the improvement of working conditions for preschool teachers and creche nurses.

1. The developmental stages of trainees and teachers. It is useful to assume that competencies of teachers/nurses are acquired in developmental stages as experience accures. During the first stage trainees or new teachers need help with "survival" techniques which help them to manage the daily routine tasks of their jobs. The next stage of development involves increasing understanding of individual children whose development and behavior varies from the norms. The third stage, occurring after four or five years of experience is characterized by a need for new ideas, methods and techniques, i.e. refresher courses.

2. The role of continuous (in-service) training. Since we can assume that teachers and nurses need continuous development, great emphasis should be placed on the provision of resources and staff to help them when they are employed. A system of on-site advisory or consultant services as developed in parts of the United Kingdom, Australia and Israel is recommended. The major advantage of such advisory or consultant services is that they help teachers on location with specific kinds of problems at hand and according to the individual teacher's developmental stage.

3. The improvement of working conditions (i.e. pay, benefits, sick leave, study leaves, advanced education, social status, etc.) may be strongly related to the quality of both the candidates for training and the performance of teachers and nurses. It is reasonable to assume that the probability of providing optimum care for children is increased when working conditions for staff are also optimal.

Lilian G. Katz, Ph.D.

LA PREPARATION DES INSTITUTRICES DES ECOLES MATERNELLES ET DES EDUCATRICES DES JARDINS D'ENFANTS

Les stages pédagogiques destines aux institutrices des écoles maternelles et aux éducatrices des jardins d'enfants peuvent se definir comme une série d'activités dont le but est de permettre aux stagiaires de se perfectionner tant sur le plan de la personne que sur celui de la profession. Pour organiser de tels cours il faut tenir compte de 3 facteurs essentiels: le stade de la formation où se trouvent stagiaires et enseignantes, le rôle de la formation continue et l'amélioration des conditions de travail des éducatrices et des institutrices.

1. Stades de la formation. Il est utile de partir de l'hypothèse selon laquelle l'aptitude professionnelle des enseignantes s'acquiert par paliers et croît avec l'expérience. Dans un premier stade, ce dont les stagiaires et les débutantes ont besoin, pour mener à bien les menues tâches de leur travail quotidien, c'est de l'aide que peuvent leur apporter certaines techniques de "survie". Le stade suivant de la formation requiert une compréhension accrue de ceux des enfants dont le développement et le comportement ne sont pas normaux. Le troisième stade enfin, qui survient après 4 ou 5 ans d'expérience, est celui où se fait sentir le besoin d'idées, de méthodes et de techniques nouvelles, c'est-à-dire celui des cours de perfectionnement.

2. Rôle de la formation continue. Puisqu'on est à même de présumer que la formation continue est une nécessité pour les enseignantes, il faudrait alors veiller particulièrement à mettre à leur disposition tout le matériel et tout le personnel susceptibles de les aider dans leur travail. Un système de conseillers pédagogiques sur place tel que cela se pratique dans certaines parties du Royaume-Uni, de l'Australie et d'Israël est à recommander. L'avantage majeur de tels services réside dans le fait qu'ils peuvent resoudre certains problèmes que ne manque pas de rencontrer l'enseignante durant son travail, et ceci en tenant compte de la phase de formation où celle-ci se trouve.

3. Il est possible que l'amélioration des conditions de travail (salaire, prestations sociales, congé de maladie, congé d'études, revalorisation de la profession etc...) aille de pair avec de bonnes performances de la part des candidats durant leur stage d'abord et dans leur poste ensuite. Il y a, en effet, tout lieu de supposer que la qualité de l'éducation dispensée aux enfants est optima lorsque les conditions de travail des enseignantes le sont également.

Лилиан Г. Кац
США

ПОДГОТОВКА ВОСПИТАТЕЛЕЙ ДЛЯ ДЕТСКИХ САДОВ И ЯСЛЕЙ

Курсы по подготовке кадров воспитателей детских садов и яслей можно определить как группировку деятельности, направленной на приобретение навыков и знаний личного и учебного характера, равно как и ухода за детьми.
В планировке таких курсов следует руководствоваться тремя основными соображениями : стадиями развития учащихся и преподавателей, ролью подготовки кадров до и после поступления на работу, и улучшением условий работы воспитателей детских садов и яслей.

I. Стадии развития учащихся и преподавателей.

Целесообразно предполагать, что навыки и знания учителя или сестры накапливаются стадиями, по мере накопления опыта. В первый период учащиеся или начинающие учителя нуждаются в помощи, способствующей усвоению навыков повседневной рутинной работы с детьми. В следующий период углубляется понимание детей, поведение и развитие которых не соответствует норме. В третий период, приблизительно после пятилетнего стажа работы, начинает ощущаться потребность в новых методах или даже новом подходе к этому вопросу. Это, в свою очередь, вызывает потребность в дополнительных курсах.

2. Роль подготовки с отрывом /или без отрыва/ от работы.

Предполагая постоянное усовершенствование развития учителя или сестры, много внимания следует уделять обеспечению материальной базы и профессионального уровня персонала по месту работы. Мы рекомендуем систему консультации на месте по образцу Великобритании, Австралии и Израиля. Достоинством такого рода консультации является то, что она создает условия, способствующие решению специфических проблем, тесно связанных со стадией развития каждого воспитателя в отдельности.

3. Улучшение рабочих условий /таких как оклад, отпуски по болезни или с целью повышения квалификации, престиж и т.д./ зачастую тесно связано и с квалификацией готовящихся к поступлению на курсы, а в последствии и с работой сестры и воспитателя. Целесообразно предполагать, что лучшие условия работы персонала способствуют лучшему уходу за детьми.

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FORMACIÓN DE RECURSOS HUMANOS PARA LA EDUCACIÓN PRE-ESCOLAR

1. En los paises en desarrollo se reviste de la mayor importancia la implantación, en rítmo acelerado, de planes y programas de atendimiento al pre-escolar, bien sea en el área de la salud y nutrición, bien en el ámbito pedagógico. E Ministerio de Educación y Cultura viene, en consonancia con otros ministerios, tratando de implantar asistencia a la familia y al niño en edad pre-escolar.

2. Todo planeamiento tendria perjudicada su ejecucion si fuesen deficientes la previsión y la preparación de los recursos humanos necesarios.

3. En el área pedagógica, específicamente, la preparación y el entrenamiento del educador ha recibido, continuamente, nuevos aportes de las ciencias y de las prácticas educacionales y asumiendo características más compleja, favorables a la consecución de los objetivos estaslecidos. Se amplió de certa manera, el campo de la formación especializada para los recursos humanos necesarios a la pre-escola, al mismo tiempo

que se elevan los pre-requisitos los cursos que se realizan en la especialización focalize.

Por indicación de la OMEP-Brasil-Rio Grande del Sur se realizou, en la Pontificia Universidad Católica - RGS, a partir de 1975, el 1er. Curso de Educación Pre-Escolar en nivel de Post-Grado en la Facultad de Educación.

4. Actualmente la OMEP-Brasil-Rio Grande do Sul viene realizando tres cursos anuales de Formación Básica para Maestros de Jardín de Infancia y Escuelas Marternales, alcanzando, en media, 300 educadores.

5. El currículo de formación del Maestro del Jardín de Infancia y de Escuelas Maternais:

5.1. Bases socioculturales
5.2. Bases Biopsico-sociales
5.3. Bases Pedagógicas
5.4. Contenidos Técnicos
5.5. Práticas en la realidad

6. Niveles de formación a corto, medio y largo plazos.

6.1. Cursos Básicos intensivos de entrenamiento
6.2. Cursos de Formación de Maestros pre-escolares (Escuelas de 2o. grado)
6.3. Cursos de Especialización pre-escolar (Estudios Adicionales)
6.4. Cursos de Licenciatura (3^{es} grado)
6.5. Cursos de Especialistas en Educación Pre-Escolar (Nivel de Post-Grado)

7. Contenidos de los currículos.
8. Perfil del Educador dela Pre-Escuela.
9. Conclusiones y prospectivas.

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PREPARATION DES INSTITUTRICES D'ECOLE MATERNELLE A LA COLLABORATION AVEC LES PARENTS

Etant donné les transformations économiques et sociales qui s'opèrent dans le monde moderne, les fonctions des institutions d'éducation préscolaire s'élargissent et se diversifient suivant les besoins de l'enfant, la situation de la famille et les perspectives de développement de toute la société.

Cela entraîne une promotion de l'éducation préscolaire qui fait à l'heure actuelle dans notre pays l'objet d'un intérêt tout particulier dans la politique de l'enseignement, tout en rendant nécessaire de préparer à de nouvelles tâches les cadres pédagogiques de l'école maternelle.

L'école maternelle moderne est une institution dont l'activité correspond à l'état actuel de la science du développement et de l'éducation de l'enfant à l'âge où il est avant tout réceptif à l'influence du milieu familial. L'éducation collective des petits enfants détermine en principe le rôle spécifique des enseignants qui s'en occupent, leur comportement, leur activité et leur habileté professionnelle.

Le travail dans une école maternelle moderne englobe à la fois le rôle de tuteur, d'ami et de confident de l'enfant, celui d'éducateur et d'instituteur et enfin celui de militant sociopédagogique en contact avec les parents et le milieu de l'enfant. En ce qui concerne les activités fondamentales propres à cette profession, elles doivent comprendre non seulement l'organisation du travail pédagogique et du milieu éducateur à l'école maternelle, mais également la connaissance des enfants et de leurs conditions familiales en collaboration étroite avec le médecin et le psychologue ainsi qu'une action prophylactique et compensatrice. Le succès de cette opération dépendra pour beaucoup de l'influence de l'école maternelle sur les méthodes d'éducation appliquées par les parents, de la mesure dans laquelle s'étendront leurs connaissances pédagogiques.

C'est des prémices qui viennent d'être présentées que découlent les principes du programme relatif à la formation et au perfectionnement des cadres d'école maternelle dans notre pays. Dans les programmes mis au point à l'Institution de Formation des Enseignants, on met l'accent sur la consolidation des attitudes idéologiques et sociales qui se rattachent à la profession d'enseignant d'école maternelle, sur l'extension des connaissances au sujet de la famile moderne et sur la généralisation des méthodes efficaces de collaboration avec les parents.

Les plans d'études des cadres de l'école meternelle renferment donc les problèmes de ce domaine compris dans le programme de pédagogie préscolaire et conjugés à la pédagogie sociale et à la sociologie de l'éducation, à la psychologie sociale, du développement et clinique, ainsi qu'aux connaissances tirées de la pédiatrie.

Les exercices et l'échange d'expériences permettent de confronter la théorie et la pratique quotidienne en faisant apparaître les réalisations dans le domaine de la collaboration avec les parents comme un acquis de nombreuses écoles maternelles polonaises, tant de la ville que de la campagne. C'est la preuve des liens qui se nouent entre l'école maternelle et les parents désireux de coopérer avec elle, la preuve aussi des efforts persévérants que déploient les enseignants pour aboutir à une entente avec les parents plus réticents ou hostiles.

Les enseignants reçoivent les bases théoriques indispensables qui leur permettent de mieux comprendre les parents, les problèmes que posent à ces derniers la vie et l'éducation, elles leur permettent de les aider et dans certains cas expliquent la nécessité de placer devant eux des exigences précises dictées par le bien de l'enfant.

En effet, ce sont en premier lieu les parents qui peuvent créer l'atmosphère d'une enfance heureuse dont dépend l'épanouissement de toutes les possibilités qui s'annoncent dans cette période de la vie de l'homme. C'est aussi une condition essentielle de succès du travail éducatif et didactique de l'école maternelle.

Hazel Leler, Ph.D.
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PREPARATION OF PARENTS, PREPARATION OF YOUTH TO THE ROLE OF PARENTS

This communication reviews the kinds of parent education, some findings, and some concerns.

Some kinds of parent education are:

1) Educational preparation of youth for parenthood;
2) programs to help parents cope with everyday problems of child rearing;
3) programs for parents with special problems such as handicapped children;
4) parental involvement in the education of children, including parent activities in public schools, parent participation nursery schools, and other programs to help parents teach their young children.

What do we know about parent education? Among our findings are:

1) A number of parent education methods are effective: Discussion, participation, observation, role-playing; microteaching (using videotapes of parent-child interaction sessions), home visits, and media.

2) Paraprofessionals and parents are effective educators of other parents.

3) Parents are powerful educators of their young children.

4) Children make greater and more enduring gains in intensive parent education programs than in programs for children only.

What are our concerns in parent education?

1) Who makes the decisions about parent programs?
   Should values be imposed on families of different cultures?

2) How can we reach parents who need help the most?

3) How can we provide support services families need?

4) How can we serve fathers in parent education programs?

5) Should we provide child care so parents can work, or enable parents to stay home if they wish and teach their own young children?

6) Which programs and approaches are most effective?

In order to achieve the right of children to full development and a happy childhood, the education and support of parents are essential.

Hazel Leler, Ph.D.

L'EDUCATION DES PARENTS

Cette communication passe en revue les différents types d'éducation parentale, certaines conclusions et certaines questions.

Certains types d'éducation parentale sont:

1) Cours de préparation pour les jeunes aux problèmes auxquels ils seront confrontés en tant que parents.
2) Programme pour aider les parents à faire face aux problèmes quotidiens.
3) Programmes spéciaux pour les parents d'enfants handicappés (par exemple).
4) Et responsabilité des parents dans l'éducation des enfants, y compris: activités des parents dans les écoles publiques, participation des parents au niveau de l'école maternelle et autres programmes pour aider les parents à jouer un rôle éducatif auprès des enfants.

Que connaissons-nous en matière d'éducation parentale? De nos conclusions ressortent:

1) Un certain nombre de méthodes d'éducation parentale sont efficaces: discussion, participation, observation, sociodrames (scènettes de la vie sur les relations parents-enfants), micro-enseignement (à l'aide de video-enregistrements des séances d'interaction parents/enfants), visites des éducateurs aux familles, et media.

2) Paraprofessionnels et parents sont des éducateurs efficaces d'autres parents.

3) Les parents sont de remarquables éducateurs auprès des très jeunes.

4. Les enfants font des acquisitions supérieures et plus durables, grâce aux programmes d'éducation parentale intensive, que celles faites lors de programmes ouverts seulement aux enfants.

Quelles sont les questions en ce qui concerne l'éducation parentale?

1) Que prend les décisions au sujet des programmes? Les valeurs culturelles d'un groupe doivent-elles être imposées à des familles de culture différente?

2) Comment trouver les parents qui nécessitent le plus d'aide?

3. Comment peut-on apporter des services sociaux aux familles qui en ont besoin?

4) Comment peut-on être utile aux pères et les aider dans ces programmes parentaux?

5) Doit-on favoriser les organisations pour enfants permettant aux parents de travailler ou au contraire doit-on permettre aux parents de rester à la maison pour élever eux-mêmes leurs enfants?

6) Quels programmes et approches sont les plus efficaces?

Afin de permettre aux enfants de se développer pleinement et de passer une enfance heureuse, l'éducation et le soutien parentaux sont essentiels.

Hazel Leler, Ph.D.

PREPARACIÓN DE PADRES, PREPARACIÓN DE JOVENES
EL PAPEL DE LOS PADRES

Esta conmunicación repasa los tipos de educación para los padres, algunas conclusiones y preoccupaciones al respecto.

Algunos tipos de educación para los padres son:

1) preparación relativa a la enseñanza de la juventud para ser padres;
2) programas para ayudar a los padres a enfrentarse a los problemas diarios relacionados con la crianza de sus hijos;
3) programas para padres con problemas especiales, tales como el tener hijos incapacitados;
4) participación de los padres en la educación de sus hijos, incluso la actividad de los padres en las escuelas públicas, participación de los padres a enseñarles a sus hijos pequeños.

Qué sabemos nosotros acerca de la educación de los padres? Algunas de nuestras conclusiones son:

1) Existen unos métodos eficaces de educación para los padres: discusión, participación, observación, desempeño de roles, "micro-enseñanza" (usando videotapes de sesiones de interacción de padro-hijo), visitas domiciliares, y medios de conmunicación.
2) los para-profesionales y los padres son educadores efi-

caces de otros padres.

3) Los padres son educadores poderosos de sus hijos pequeños.

4) Los chicos gozan de mayores y más perdurables beneficios en programas intensivos de educación para los padres que en programas para los niños solamente.

Cuáles son nuestras preocupaciones en cuanto a educación para los padres?

1) Quién hace las decisions acerca de programas para los padres? Se deben imponer valores a familias de culturas diferentes?
2) Cómo podemos atraer a los padres que más necesitan ayuda?
3) Cómo podemos ofrecer los servicios sociales a las familias que los necesitan?
4) Cómo podemos servir al padre en programas de educación para los padres?
5) Debemos proveer cuidado de niños para que los padres puedan trabajar, o facilitar que los padres puedan quedarse en el hogar si ellos desean enseñarles a sus propios hijos pequeños?
6) Qué programas y métodos son más eficaces?

Para lograr el derecho de los niños a un desarrollo completo y a una niñez feliz, la educación y el apoyo de los padres son esenciales.

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INSTRUMENTATION POUR LE PERSONNEL DES GARDERIES ET STRATEGIE DE FORMATION ET DE PERFECTIONNEMENT

Le gouvernement du Québec à amorcé depuis plus d'un an un processus de formation et de perfectionnement du personnel-éducateur des garderies d'enfants. Ce processus s'est élaboré à partir d'un instrument de travail préparé pour les éducateurs. Depuis, différentes formules de formation sont discutées et en voie d'implantation. Profitant de ce modèle québécois, les auteurs veulent approfondir cette question de la formation et susciter des échanges qu'elles souhaitent profitables pour les participants autant que pour le Québec.

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PRESCHOOL INSTITUTIONS BETWEEN FAMILY AND SCHOOL

1. The increased institutionalization of preschool education is simply a special case of more general and essential processes in modern society. Therefore, preschool education cannot be treated only as a psychological or pedagogical phenomenon. Its very nature and controversial aspects are discovered and understood only in a broader social context: in the light of fundamental contemporary human problems.

2. The new trends in preschool education are mainly determined by the changes in the family and school. In connection with these the preschool education can be conceived in two ways: as a natural and unquestioned issue of general social processes; or, it can be considered as a means to counteract the fundamental obstacles in the child's development resulting from the changes in family and school.

3. The transformation of the family started at the beginning of the industrial-technological development of the society, in the moment the family ceased to be the main productive unit of the society. Underneath the manifested changes runs a deep process that decisively influenced the educational function of the family: the family is no longer the central

institution which focusses the essential social and cultural streams. Related to this is the process of parents' alienation from their educational function and the process of depriving education of its life context.

4. If the preschool education has to tackle with the obstacles in the child development which result from changes in question, then it would be necessary:
a) to transform the preschool institution into a place where the parents would have opportunity to decide and take their share in the education of their children. That means to transform preschool education from institutionalized to social education.
b) to organize educational system as being open to the immediate environment and thus allow manifestation of life to permeate the whole structure of education in the preschool institution.

5. In the modern society the conception of social function of education is essentially changed; and in recent times that caused quite a number of theoretical and practical transformations the preschool education concept. Its connotation is not exhausted in stimulating social and emotional development, but the child's cognitive development is emphasized as well.

But, the problem of preschool education is not a mere technicality, as it is not the problem of applied scientific knowledge: it is predominantly the question of moral decision-making. That means: preschool education should be seen not only in terms of economic and technological development of the society, but primarily in terms of the optimum development of creative personality.

Consequently, the evaluation of preschool education should be based on these criteria. The same goes for interlinking of the preschool and school education: reforming the whole educational system in terms of the criteria mentioned it would be possible to found the preschool and school education on same principle. In the same time it could prevent distorting the preschool education to be a mere manipulation of the child.

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EDUCATION IN THE FAMILY AND IN INSTITUTIONS FOR CHILDREN COLLABORATION OF PARENTS AND PRESCHOOL PERSONNEL

Two new programs in the U.S. which endeavor to enhance the role of parents as primary educators of their children will be presented in this session. One involves television; the second is a demonstration in preschool and public elementary school.

A television series funded by the Office of Education (U.S) will consist of 20 episodes revolving around 5 different families, each with children under age 5 and each representing a particular segment of the population. Nearing completion, the series will be shown nationally. The shows are aimed at the very young parent who has had little experience with children. The goal is not present specific techniques for child rearing, but to suggest to young parents a meaningful philosophy regarding the creation of a healthy climate in the home for learning to take place. The general theme is that parents are responsible for communicating to the child that he is valued and important to them regardless of his achievements. They are shown that while the young child is curious and eager to investigate his environment, it is their task to create in him a confidence in himself and his ability to learn.

A national demonstration project to bring parents, preschool (Head Start) and public schools together is being sponsored by the Office of Child Development. The program is being conducted in 13 varied communities across the country, including one on an Indian reservation and one for migrant children. The project, called Developmental Continuity, involved about 6,000 children and their families from preschool through primary grades. Parents play a key role in decisions about the curriculum, participate in the classroom, and are regarded as primary educators of their children. Training for parents and staff is continuous. The aim is for full development of the child leading toward social competence in the child, that is, the ability to handle the expectations of the school, to relate comfortably with adults and other children.

Dr. Gisela Hundertmarck
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EDUCATIONAL MEASURES FOR PARENTS WITH SMALL CHILDREN

1. Parents (or partnerless mothers and fathers) with small children often live relatively isolated. Frequently there exist a lack of contacts to adults with children of the same age and a deficiency of exchange of views about questions of education and mutual help.

2. Parents are often insecure in knowledge and use of educational measures and methods. In most cases they have no opportunity to make any experiences in care and education before the birth of their first child; conditional on the surroundings they receive contradictory informations, for example by mass media like television and periodicals.

3. It is necessary tu supply parents of small children with adequate measures which give great pleasure and benefit to all those concerned, i.e. to the adults and the children. However there is a vast lack of measures for this group of persons till now. Special courses at family education centres for nascent parents or for parents with babies are frequented. Possibilities for new contacts arise by the entrance of children into the kindergarten. Measures offered by university extension and family education centres are frequented

not until the existance of problems caused by the attendance at school. However it is necessary that fathers and mothers are educated to be parents as long as the children are still young and - if possible - before educational problems do appear.

For example: A playgroup for children of nearly 1 1/2 - 2 1/2 years (at present pilot project in the Federal Republic of Germany) - assisted by observing parents - seems to be an adequate model. This playgroup is attended by a particular discussion group built by the parents concerned. The playgroup (nearly 4-8 children) meets one or more times a week during one or two hours. The discussion group arranges meetings during the evening once a week or with longer distances. The parents get to know persons whom they can communicate with and playfellows for their children. In this way parents are provided with possibilities to create social contacts, mutual help, initiatives taken by committees of citizens etc. These play and discussion groups are offered by family education centres or founded by parents on a voluntary basis.

Special marks of this kind of parents education:

This method of education overlaps generations, i.e. parents and children learn together and in correlation. This fact contributes to an education based on partnership.

Parents discover that already children who are not still assisting a kindergarten are in need of contact with other children.

The discussion groups are not structured in advance. The concept is open and only determined by the interests of the participants.

Starting from the observation made in the playgroup those questions are discussed which concern specific parents.

Knowledge and sensibility are not only gained by theory but also by common experiences and activities.

Chances to transfer these formation to everyday situations are relatively probable for parents and children do not only speak about possibilities to behave and to conduct but they also prove and exercise those behaviour.

SECTION VI

THE ADULTS' CREATIVITY FOR CHILDREN AND THE CHILD'S CREATIVE ACTIVITY

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Association for Childhood Education
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CREATING WITH CHILDREN

In the words of Natalie Cole, one of the world's great teachers of the arts, "Children cannot create out of a vacuum." This presentation will provide an overview of various programs in the U.S.A. expressly designed to provide rich stimulation for creative expression. Examples are the work of Project ARTS of the Montgomery County, Maryland, Public Schools; the Touchstone Center for the Arts in New York City; the Artists in the Schools programs and other ventures sponsored by the U.S. National Endowment for the Arts and Alliances for Arts Education.

Special emphasis will be given to continuity of experiences between activities of young preschool children and those of children in kindergarten and on up through the primary and middle school years.

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THE CHILD AS CREATOR AND SENSITIVE RECIPIENT OF ART

Art is a universal language. Children all over the world respond with enthusiasm to art expression when allowed to create voluntarily and spontaneously.

The presentor has visited centers for young children on six continents. She has photographed children in nurseries, creches, kindargartens, day care centers and other types of early childhood education programs in many countries around the world. She has taken slides of the various activities observed in the many centers visited. Art is one of the most popular experiences of children in each country when they are given the opportunity to express themselves. The presentation on "The Child as Creator and Sensitive Recipient of Art" will be illustrated with slides of children at work on numerous art projects and as creators in a multitude of media in selected countries.

Dora B. Hodges, M.Ed.
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CHILD LITERATURE IN CHILD EDUCATION

Literature is one of the ways in which the child learns about his world and the world of other people.

Many times, writers concerned with quality care and education of the child emphasize the active rôle that the child plays in his own learning and the role of activity in that learning.

Through books, the child is given the opportunity to interpret and gain greater depth of understanding.

The presentation will be focused on the value of literature in the child's education and ways of presenting it creatively and actively involving the child. Such creative activities as: music, rhythms, and movement; creative drama, oral and written activities including writing and illustrating books. Sewing and cooking as creative ways of extending literature will also be included.

A wide variety of books will be selected for illustrating and demonstrating experiences gained by the child through literature. Delegates will be actively involved in the demonstrations.

Laurence Lemoyne-Comeau M.A.
Enseignant a la maternelle
Guy Comeau
Réalisateur de télévision
Canada

LA TELEVISION ET L'ENFANT

A. Essai d'une approche globale de la télévision pour enfants d'âges préscolaires

Lorsque nous parlons de l'enfant d'âge préscolaire comme auditoire-cible de nos émissions de télévision nous le situons entre 2 et 6 ans.

Cet éventail d'âges présente d'ailleurs une grande variété de stades de développement sensori-moteurs, affectifs et intellectuels. Au départ nous pouvons émettre l'hypothèse que les enfants de 2 à 3 ans seront surtout sensibles aux transformations visuelles qu'ils percevront dans les émissions de télévision: les mouvements des personnages, les fantaisies graphiques. Ils seront attirés également par les atmosphères sonores, les rythmes musicaux, les caractères des voix des comédiens.

En poursuivant cette hypothèse nous dirions que les enfants de 4 ans, mais surtout ceux de 5 ans et de 6 ans s'intéresseront en plus au sujet même des émissions.

En partant de cette hypothèse nous nous sommes fixé comme objectif d'aider l'enfant d'âge préscolaire à prendre conscience de lui-même et de son environnement immédiat. Sur une période de six années nous avons conçu, produit et réalisé quatre séries d'émissions de télévision qui se répartissent comme suit:

1. "CLAK": porte sur un vocabulaire de classification à partir de termes bi-polaires comme grand-petit, haut-bas, etc. Ce vocabulaire peut être utilisé dans les domaines de la physique, des mathématiques et de l'expression orale;

2. "LES CHIBOUKIS": traite des phénomènes physiques de l'environnement immédiat: l'eau, l'air, l'électricité, les ondes sonores, etc.;

3. "YOU HOU": illustre le corps et ses parties, en particulier les organes des sens: l'oeil, l'oreille, le nez, la bouche, le toucher;

4. "TAM-TAM": présente des situations dramatiques à partir de thèmes de la mathématique comme le classement, la sériation, la correspondance terme à terme et les motifs cycliques.

Au cours de l'atelier que nous animerons nous comptons décrire l'élaboration de ces quatre émissions de télévision tant sur le plan du contenu que de la présentation audio-visuelle: Choix des personnages vivants et des comédiens qui les incarnent, création de personnages graphiques, mise en scène, choix de la musique originale et des instruments de musique à utiliser pour créer des ambiances sonores.

Nous voulons également, présenter pour visionnement un exemple d'émission tiré de chaque série.

Dans un deuxième temps nous passerons au sujet que traitera notre co-animatrice à partir de la série d'émissions "LES CHIBOUKIS".

B. La représentation chez l'enfant des personnages fictifs télévisuels, à partir de l'émission "LES CHIBOUKIS"

Quelle idée se fait l'enfant des personnages animés de la télévision? Ces personnages fictifs deviennent-ils réels, c'est-à-dire dotés d'une vie propre, autonome? Ou sont-ils pour l'enfant, des dessins animés, des marionnettes? Est-ce que l'enfant imagine une vie extérieure à la télévision à ces personnages qu'ils affectionne?

Nous avons étudié les réactions verbales et dessinées de jeunes enfants par rapport à l'émission "LES CHIBOUKIS". Notre premier thème sera donc la représentation chez l'enfant des personnages fictifs télévisuels.

Nous nous demanderons comment se fait la perception et comment il peut exister des différences dans la représentation du perçu télévisuel chez l'enfant. Face aux personnages fictifs télévisuels, la représentation du réel et du fictif a amené des différences dans leurs explications verbales et dans leurs dessins de ces personnages. Nous verrons comment les réponses des enfants se divisent en REALISTES et en IRREALISTES face aux personnages de l'émission "LES CHIBOUKIS".

L'opposition entre le réels et le fictif nous a obligée à soulever le problème de la réalité télévisuelle et à nous demander si l'enfant plus jeune a des représentations différentes de l'enfant plus âgé.

Le deuxième thème abordé sera celui du déploiement de l'imaginaire chez l'enfant qui invente une vie extérieure à la télévision, aux personnages fictifs télévisuels. Certains s'y refusent, d'autres s'engagent dans une aventure fantaisiste. Nous tenterons de comprendre ce comportmement en étudiant l'imaginaire et le réel et comment la réalité peut devenir source de l'imaginaire.

Nous aborderons le Medium télévisuel et son influence possible sur la perception et par conséquent sur la représentation que se fait l'enfant des personnages fictifs télévisuels.

Sachant justement que l'enfant est à l'âge de l'imaginaire, nous nous demanderons si l'âge a quelque influence sur ce débordement verbal ou dessiné.

Nous parlerons des enfants que nous avons observés. Nous tenterons d'expliquer leurs réponses aux différentes questions que nous leur avons posées. Nous regarderons ensemble des dessins qu'ils ont inventés. En dernier lieu, nous aborderons des "stades" et des "étapes" possibles d'évolution dans la représentation cognitive que se fait l'enfant des personnages fictifs télévisuels.

En équipes nous pourrions discuter des différents thèmes de l'exposé et de nos expériences respectives. Une plénière pourra suivre et clore l'Atelier.

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THE SIGNIFICANCE OF THE FORM OF COMMUNICATION IN INTRODUCING THE CHILD TO THE LITERARY WORK

The process of forming the literary experience and shaping interest in the literary activity takes place in the kindergarten education under the influence of valuable literary works transmitted by the adult to the child. The author and the person who orally transmits the text cooperate with the and to exert influence on the child's cognitive and emotional processes. That is why the transmission should be preceded by 1/ the analysis of the literary work, its structure, educational and artistic values in the context of their impact on the psychic characteristics of the young recipient, 2/ the analysis of covert meanings reflecting the adult's attitude toward contens presented by the author, 3/ the analysis of the social context in which transmission takes place, i.e. of the number of children listening to the literary work, their environment, developmental capabilities and the character of communication which can taje place either in special circumstances or during the regular course of the kindergarten activitym. In transmitting the literary prose it is the form of communication that proves extremely important. Retelling the story facilitates contact between the adult and the child through mimicry and gesture, while reading story limits these possibilities and brings the adult closer to the printed text. During several recent years research has beeb carried out on the reception of literary works transmitted to six-year-olds by selected teachers revealing a high articulation level. Research objectives were to state which elements of the linguistic code play a significant role in the reception of the literary work and in the experience of the kindergarten child. The text of the communication was identical for all the children and included the reading of prose excerpts from a folk tale and the recitation of a poem. Reception was investigated through children's retelling the story, through their art production and play. Research revealed that the sound layer of the linguistic code was the element most significant for the reception level. Within the sound layer an important part was played by word stress, logical sentence-building pauses that follow the tone cadence and emphatic pauses that follow the tone anticadence. Other elements as, for instance, differentiation of the pitch, power, sonority and speed of the communication influence the child's imagination. concentration and literary experience as was reflected in art production. The analysis of the sound layer of the communication against the background of evidence for the reception of the literary work demonstrated that a correct and clear form oral transmission facilitates the understanding of the literary work in its logical arrangement, remembering and experiencing it and elicits in the content and in the linguistic means of its expression. Even a minor poem aroused interest and will to recite and listen to it.

The reproduction of the literary work during the play demonstrated considerable differences between the two groups of listeners, i.e. those who listened to a clear communication with differentiation of its sound layer and those who listened to a monotonous one. The former followed the contents in their play while the latter could repeat only some selected fragments as they did not follow the logical arrangement of the whole, therefore the structure of their play was built on a haphazard isolated element and continued without clear connection with the content. A good example is the post-office play organized by the children who listened to a monotonous story of a sick hare that decided to send letters to his friends asking for help. The play was by no means connected with the tale and was found to spring from the children's earlier visit to a post-office. The play, however interesting, had nothing to do with the literary experience and bore no reference to friendship. Retelling the story pointed out even more considerable differentiation of the children. Children who listened to a clear communication reproduced all the most important elements of the content and provided them with their own covert meanings through various articulation techniques. Except from 20 per cent, children who listened to a monotonous communication did not understand the meaning of the whole story and tended to concentrate on an isolated fragment. Some of the children were even found to reveal perseveration phenomen a repeating the same distorted fragments for several times.

The most considerable differences were found in the children's art productions. Rich contents presented in cause - effect chains were found in children of the first group who formed picturestories on the basis of the literary work they heard and supplied them with verbal explanations. Group 2 children revealed poverty of the content included in their production and the lack of causal relationships between the elements depicted. Some of the elements were distorted or even completely disconnected from the original text. Spontaneous verbal samples concentrate on the difficulty of the taso rather than on the subject of the literary work.

Concluding, we can state that the child's interest in the literary work is based on a proper communication of this work by the kindergarten teacher. Proper communications ought to reveal a correct linguistic code, a differentiated sound layer appropriate to the analysis of the text, its covert meanings and its context. A good communication influences child's cognitive processes, imagination and speech acquisition. Monotonous sound form elicits boredom, dislike for literature and neglect of creativity which in the preparation for school work will produce abstacles in the learning to read and can considerably lower the child's motivation to overcome difficulties in decoding graphic symbols.

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CREATIVE POTENTIAL OF THE CHILD AND THE ENVIRONMENT

(Creativity on the beach, a new way of perceiving things, is expressed in various ways)

As a contribution to the theme "THE BEST FOR THE CHILD", we will present a creative experience carried out in RIO DE JANEIRO - BRAZIL, with children from a small town, where the rich and fertile physical environment is in marked contrast with the needy social-cultural environment. The habitations range from thatch huts to brick houses, the latter belonging to the better off members of the community or to people who go there on their holidays to anjoy the beautiful scenery and the tranquil atmosphere.

The population is simple and modest, but the countryside is of unparalleled beauty, which highly influences the children making them bring us a message of beauty and love. Here, OMEP-BRAZIL and the local municipality, through various positive incentives, have increased the possibilities of occurrence of creative thinking. These possibilities were supported by the Fine Arts, a mobilizing agent of creative components and a powerful aid in the learning of other cognitive material related to schooling.

The experience, which I shall relate, was carried out with a group of children between the ages of 6 and 7, who had been attending school for two years.

The activities were planned so as to induce them to observe their environment and to explore the concrete aspects of their ecological reality, in an atmosphere of free expression.

The children, in contact with their world and with the primary elements of nature, water and sand - began to explore them. They made drawings with twigs ... discovered conches ... and then did molding.

The environment acts in the domain of emotions, involving feelings and inducing the children to react, increasing their sensibility. Concretely manipulating significant physical objects, the children also develop the ability of manipulating them mentally.

Experiencing and feeling the sand, playing with it, leads the child to a development of perception through sensorial incentives, involving the elements of the natural plastical environment.

Working with shells, they perceive, discover and employ the elements of their surroundings. The result of the work reflects and sums up what the child has discovered in herself and in her world.

As part of the resources nature offers, they used the surface of rocks to express themselves. Painting offers a means of expression which is free and unrestricting. Art gives the child the opportunity of discovering his universe, allowing him to express his innate sensibility. Through a non-directive approach, putting the child in constant contact with nature, favoring and incentivating the creative potential each one has, we allow for the occurrence of original ideas, thus strengthening divergent thinking. The child thinks, acts, feels, and creates.

With colored strips they make new associations and integrate, in a creative process the structures of the environment, modifying them. The environment and the materials motivate them to feel and react. Artistic expression permits the child to see himself, to know himself, to communicate, giving expression to his internal world.

In a spontaneous search, exploring the resources of the surroundings, they return happy with their new discoveries-roots and trunks brought in by the tide.

Now, they try to relate the world of fantasy and imagination to the real physical world. Thus they made a colorful horse and a snake, which they sometimes find in their surroundings. Painting they express their fear.

A new discovery - a trunk which fantasy transforms in an octopus with colorful tentacles. They paint it that way so giving it life through their imagination.

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MUSIC EDUCATION IN CRECHE AND KINDERGARTEN

1. Music abilities are developing very early in favourable conditions. Their specific character consists in the fact that the earlier they are subjected to developmental processes, the quicker, the easier and the more complete their development which will then provide a solid foundation for further music education at higher school stages.

2. Educational activity oriented toward the development of the child's music abilities irrespective of their level is extremely significant in the process of education and personality formation and therefore has to be carried out systematically starting from the early educational stages.

3. Integration of educational tasks and contents from various fields of kindergarten education with the music education is a condition permitting a harmonious and all-round development of the child and his music abilities.

4. Forms and methods of music education ought to elicit the child's activity, stimulate creativeness, arouse interest in the variety of the subject and be a joyous, interesting and useful play.

5. A great significance of music education for the youngest children and the promotion of music education among all the world's population which is characteristic for the present day calls for a specific role of the teacher.

That is why the preparation of teachers for a profession is a condition for a proper education of creative, valuable personalities capable of emotional experiences.

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LE GRAND ART ET LES PETITS ENFANTS - LE DEVELOPPEMENT ACCELERE DES SENTIMENTS PAR L'EDUCATION ESTHETIQUE

1. Principes généraux

Les expériences de psychologie et de didactique ainsi que la théorie qu'elles ont permis de mettre sur pied déterminent les lois de développement de l'enfant dans la sphère intellectuelle de la connaissance et dans celle des émotions et des sentiments. Ces lois constituent la base du processus général de formation: de l'option des sujets, des formes et des méthodes. D'après des principes didactiques bien établis et justes à de nombreux égards, il existe un "petit art" destiné aux petits enfants alors que le contact avec le "grand art" est réservé aux adultes.

Les besoins de la grande civilisation et la nécessité de préparer les hommes aux conditions qu'elle dicte ont incité les pédagogues à chercher les possibilités d'accélérer le développement intellectuel de l'enfant et c'est ainsi, par exemple, que, dès l'âge préscolaire, on forme la compréhension des bases propédeutiques qui préparent à la pensée mathématique; les enfants assimilent les notions générales à un niveau d'abstraction assez élevé.

Les exigences et les efforts de l'humanisme moderne, y compris la pédagogie, doivent avancer parallèlement aux exigences de la civilisation moderne. Car si le développement de l'homme moderne doit conserver son harmonie, ce qui est indispensable à sa santé psychique et à l'existence de l'humanité, il devient urgent d'accélérer et d'approfondir également la zone de la sensibilité. Certains psychologues, ceux, par exemple, de l'école du professeur M.Debesse, soulignent qu'il n'est pas juste de considérer que l'enfant est incapable de sentiments profonds et qu'en conséquence, il est également dépourvu du besoin de s'exprimer d'une façon originale, qui lui soit propre. Les sentiments de l'enfant sont soumis à des lois de développement universellement connues, mais ce développement peut être accéléré au contact des sentiments des adultes, y compris au contact de leur création intellectuelle et artistique. Cependant il y a d'autres psychologues qui se demandent si l'accélération du développement des sentiments peut avoir lieu sans conséquences fâcheuses. Le problème est discutable. Il a fait entre autre l'objet des expériences qu'un groupe de pédagogues, notamment le d^r^ Anna Trojanowska, le d^r^ Łada Bobrowska, le d^r^ Ewa Lipska et l'auteur de cette information, mènent depuis 13 ans dans les écoles maternelles et les petites classes des écoles primaires varsoviennes.

Admettons que l'art renferme des valeurs esthétiques naturellement liées à des sentiments généraux; dans des conditions favorables il peut devenir un facteur important du développement de la sensibilité de l'enfant.

On a dirigé l'éducation esthétique de l'enfant en procédant à une intégration conçue de façon très vaste; en développant leur perception et leur expression musicales, plastiques, motrices et poétiques. On a renoué là avec certains aspects des idées éducatrices de C.Freinet, de K.Orff, de W.Lovenfeld qui cherchaient des modèles d'éducation esthétique dans les penchants naturels et les comportements des enfants ainsi que dans les théories de la psychologie de la création et du rôle de l'expression dans la vie de l'homme.

2. Exemples de thèmes d'occupations

Présenter des types d'intégration, par exemple: la perception plastique et l'expression musicale, de la parole et du geste, la perception musicale et l'expression plastique et du geste etc. Donner des exemples d'oeuvres d'art mûr présentées aux enfants pendant ces occupations, par exemple des oeuvres de I.Strawiński ou de F.Chopin, des tableaux de P.Bruegel et de E.Delacroix, des morceaux choisis d'oeuvres de littérature classique polonaise et étrangère.

3. Conclusions tirées de l'analyse des oeuvres artistiques des enfants

Ces oeuvres ont été traitées

a) comme témoignage du degré de maturité de la perception des oeuvres d'art présentées aux enfants (perception de ce qu'expriment les oeuvres et perception de leur structure),

b) comme oeuvres ayant une valeur artistique autonome.

4. Conclusions finales

Elles concernent surtout:

a) la valeur des occupations intégrées de formation et d'éducation du domaine de l'éducation esthétique, réalisées avec de petits enfants,

b) le tracé de la voie de maturation des sentiments des enfants sous l'influence du contact avec l'art mûr qui provoque chez eux une expression artistique. On pourrait décrire cette voie de la façon suivante: d'abord l'intérêt pour l'oeuvre et l'éveil de l'émotion, puis la transformation artistique de cette émotion jusqu'à la prise de conscience de sa qualité - sa définition sous le nom de colère, peur, menace, plaisanterie, grotesque ainsi que la prise de conscience du fait que de tels sentiments sont l'apanage des hommes.

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